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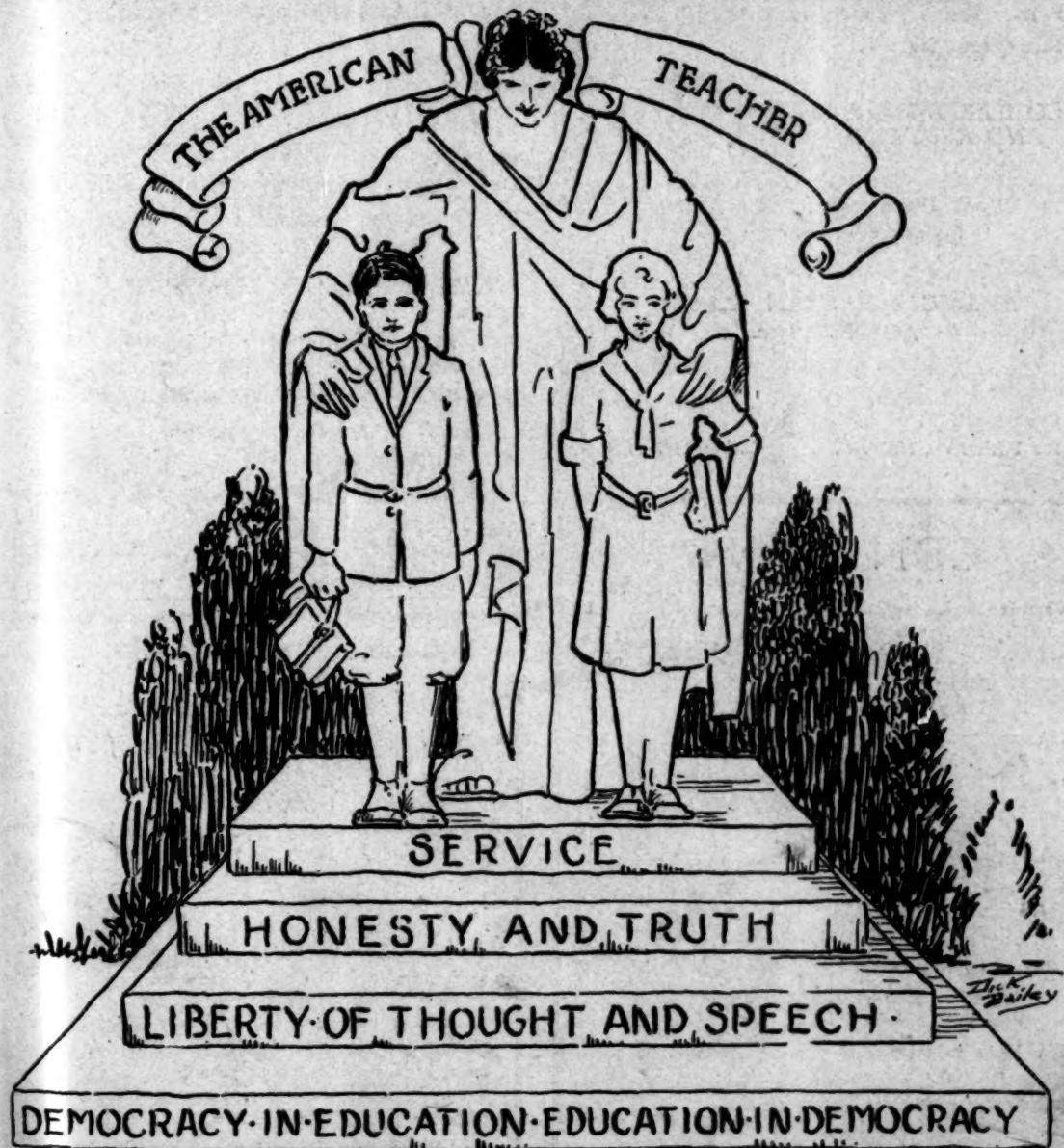
Democracy in Education

Education for Democracy

The

American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS



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APRIL, 1929

Two Dollars a Year

What Seattle Has Been Doing

Three days before our city election a telegram arrives asking the Seattle Local 200, to give a survey for THE AMERICAN TEACHER of activities for the past year.

A review of our progress, it may or may not be progress as one shall see next Tuesday, should be

ready, but we are and have been up to our necks in the big campaign. There has never been a more strategic time for the Seattle teachers in the history of school affairs. But more of this later.

Going back to last fall several things were attempted; one was to make all the contacts possible with liberal, fair-minded, influential citizens and let them know the state of affairs, and find among them men and women to run for office on the Board of Education.

Another was to get some medium of communication with citizens and inform them in school affairs, such as excessive interest paid on bonds, power propaganda in the school and treatment of education in general.

Still another was to line up all candidates for the legislature as to their stand on a proposed tenure law, and to work for the passage of such a bill.

The first contact with liberal civic-minded, unselfish men and women has been rather successful. At any rate this campaign could not be going on without them. There has been a keen interest shown by many such citizens who have given of both time and money. With the help of such people we were able to get three outstanding candidates to run in the school board campaign. Judge Griffiths, a liberal thinker, a man of high standing and influence in the city, a man with a life-long interest in playgrounds, a man who would well represent the people of Seattle, has consented to run.

John B. Shorrett, who had a very close fight last

Seattle, Wash.,

Florence C. Hanson,
506 South Wabash Ave.,
Chicago, Illinois.

People of Seattle elected John B. Shorrett, last year's candidate, and Austin E. Griffiths, a fine, upstanding progressive, to school board. Only one board member of three was re-elected.

W. B. SATTERTHWAITE.

year, losing by some 1500 votes, but getting more than any board member in the past, was induced to try again. Mr. Shorrett is an attorney, well known for his interest in schools and the children of the city. If elected he will be the only member with children in school—a strange

state of affairs, but true. We might add here that many things have happened since Mr. Shorrett ran last spring: among them our yellow dog contracts, and the framing and dismissal of one of our former active Union members.

Mrs. Hattie Mae Patterson, a woman very much interested in educational work, an influential club woman, president of the Seattle League of Women Voters, and a former teacher, was finally convinced that the city needed a woman on the board.

None of these candidates represents a class or any particular group of citizens, while all three of the present incumbents represent one class—Capital.

It might be well to explain right here that it is due to the death of Mr. Shorrock, last November, that it is possible to elect three new members, a majority, on our board of education. Mr. Schmitz, a wealthy banker, was appointed by the present board to fill the vacancy until the coming election.

With the coming elections in mind, we attempted to arouse interest in a weekly labor paper. This was almost accomplished but was, unfortunately for us, postponed to a date that would not help our situation. Finally, with the help of other progressives, interested in the truth about city and state issues, a weekly magazine, *The Washington Forum*, came into existence. Through this paper we have been able to inform at least part of the public, and through a city wide distribution a few days before election will be able to reach them all.

However, our daily press has kept most silent

about candidates. The present members who are up for re-election have splendid publicity men and get their names and pictures before the public for flag contests, oratorical programs, Boy Scout affairs, in fact, anything will do. They are circularizing the city with a four-page pamphlet that certainly bears no marks of dignity or fairness. In this they attack the salary question, and the selfish group who are trying to get control. It is hardly necessary to say that they did not mention bonds issued in 1920 and 1921 at 6% for a period of 40 years with no privilege of redemption; nor did they mention the power propaganda circulated throughout the high schools.

Money is being spent freely by the opposition. A statement sent to all members of the Associated Industries sends up a cry "to save our schools from the radicals." By the way the message includes many quotations taken from THE AMERICAN TEACHER to show just how radical we are.

Rumors of threats are abroad that if the present board is re-elected, any teacher taking part in the campaign will be fired. If this means any teacher

who takes part in spirit, the board will have a complete new corps. If they mean an active part in the campaign, the teachers can hardly be connected as most of the work has been done by citizens not in the teaching profession.

This, then is the situation up to date, and what the future has for us will be wired, we hope, in time for this issue of THE AMERICAN TEACHER.

The third, lining up of all candidates for the legislature was accomplished. Then we began work on the tenure bill. The Washington Educational Association though they should have been most interested in tenure, have not only failed to work for such a law, but have opposed the bill. The tenure bill is still in the committee of the Senate. When teachers of this state wake up to the fact, and they are awakening, that the W. E. A. and its board of directors do not represent the class room teachers, then and not till then, can we expect the people of this state to give us what we need and should have.

W. B. SATTERTHWAITE.

Democracy In the California State Department of Education

A DEBATE

Article I—R. W. Everett

Article II—E. J. Dupuy

DEMOCRACY IN THE STATE OFFICE

Article I—R. W. Everett, No. 31

The election last November marks another step in the attempt of California to work out the problem of the proper balancing of efficiency and local control as a means of obtaining democracy in education. The question has divided the voters, teachers, and even the Federation members. This particular scheme has been turned down, but the problem still remains. As similar problems have arisen in several states, the California case may be of more than passing interest.

The constitution of 1849 established a state superintendent of the public schools. That was about all. During the 60's John Swett, one of the few educators in our early history, established the imprint of his personality on the office. Little else of importance occurred for thirty years and more. The salary was constitutionally fixed at \$5,000, an ex-officio state board was created and the state high school systems were all established by 1893. These events and the growth of the state rapidly increased the importance

of the office. In the early years of the century the office was made non-partisan for the commendable purpose of taking it out of politics, but it also took away the possibility of the candidates being chosen because of their ability by a small group of people. The incumbents were invariably county superintendents who stepped up from three thousand dollar positions to a five thousand one.

The real problem of the position did not arise until some fifteen years ago when a constitutional amendment was passed doing away with the old ex-officio board and a new one, to be appointed by the governor, was created. Shortly after, the local appointed boards, which had controlled each of the seven state normal schools, were abolished and the regulation was bestowed on the state superintendent and the Board of Education. The step was taken by the Legislature and was entirely unsolicited by the superintendent.

The scene was thus laid for the next act—a break between the board and its superintendent. The board is appointed by the governor for a term of four years, the superintendent is elected at the same time as the

governor for a term of four years and is ex-officio executive secretary of the board. The superintendent appoints the presidents of the normals, now changed to four-year teachers' colleges, and the board confirms the appointments. The board and the superintendent jointly choose the state text books, establish the course of study and lay down the rules of certification.

In 1922 a governor was elected who seemed to believe that he had a mandate from the people to reverse the policy and thwart the plans of the re-elected superintendent. Within two years he had control of the board and they proceeded to carry out his will. As an example the board for over a year refused to ratify the presidents nominated by the superintendent to two of the state teachers' colleges, and these schools went without presidents as the superintendent refused to truckle to the hostile board. This act was merely a sample of the deadlock. The teachers of the state almost unanimously supported the superintendent, i. e., gave him their moral support.

An attempt was made in the Legislature in 1925 to cure the evil by taking all these recent powers from the superintendent and giving them to a new officer, the director of education, appointed by the Board of Education and paid by the Legislature. As the friends of the governor worked for the bill the friends of the superintendent worked against it, and killed it. Unfortunately the personal element entered into the struggle too directly. Superintendent Will C. Wood was one of the few educational leaders that the voters of the state had chosen in seventy years. The teachers could not see him voted out of office by a group which was attacking him in the name of economy. Even Dean Cubberly, the champion of the idea of appointment, rallied to his support.

The next election brought in a governor, thoroughly in sympathy with the superintendent and the educational forces of the state. But at the same time the people of the state voted down an amendment to raise the superintendent's salary from \$5000 to \$8000. All the cities and some of the villages of the state pay their appointed superintendents more than \$5000. As a result we have some able education leaders. In fact California has been somewhat of a mecca for eastern and middle western educators coming to accept city superintendencies at from \$6000 to \$10,000 salaries. But the people had spoken, and \$5000 was the limit for the man whom the people had chosen, and who was administrative head of seven state teachers' colleges. Every one of these college

heads received more than his "boss." Knowing that he was worth far more than the state would pay, Mr. Wood became state superintendent of banks at twice his former salary.

The recent incumbent, William J. Cooper, thereupon gave up a \$9000 city position to accept appointment to his late position in order to put over the idea of an appointive head who may be paid a satisfactory salary by legislative enactment. The board, a lay body, was to be appointed by the governor for a term of ten years and to consist of ten members. It was so arranged that no governor, after the first one, could control the board during his first term, but would, immediately upon re-election. This measure the people voted down by a large vote. The State Federation of Labor flatly refused to support the measure, and showed strong hostility to the idea when it was presented.

The problem now appears, what next! The California State Teachers Association has decided to maintain the status quo for the present, and hope for the best. Most of them believe that the present system can not succeed but they are convinced that the voters of California do not see these difficulties. The American voter has proved himself quite successful in choosing his chief executives, but neither we nor any other people have shown much success in picking out trained specialists to administer technical departments. Is popular choice of this officer a necessity to maintain democracy in education? If such is the case, what will happen to efficiency in education? Does any one believe for a moment that the ordinary voter can make a wise choice more than once in five times, when asked to choose between a trained educator and a clever salesman?

The members of the Federation in California who favored the recently defeated amendment justified their position on the ground that technically trained leadership in education we must have. They believed that the evils of bureaucracy could be avoided by the strength of the organized school teachers of the state together with the legislative assistance of organized labor. The State Department of Education has always found the forces of labor in the Legislature of this state its firm ally in carrying out its reform policies. To be sure the Federation of Teachers suffered a severe reverse some years ago in Pennsylvania from an appointed superintendent, but his actions so materially shortened his official life there that no other educational administrator is likely to make such an

error. We feel that as between us and those who opposed us on this question we loved democracy not less but efficiency more.

DEMOCRACY IN THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

Article II—E. J. Dupuy, No. 61

California decided by over 100,000 majority to reject the proposed constitutional amendment creating a State Board of Education of ten members, each to serve ten years, appointed by the governor and subject to the approval of a two-thirds vote of the senate. This body of directors was to be given the power to appoint a director of education, provided the Legislature so prescribed, and then the constitutional office of state superintendent of public instruction would remain vacant until such time as the Legislature would decide to abolish the directorship. In this case the governor would have to appoint a superintendent for an unexpired term to fill a constitutional office which has been made vacant at the pleasure of the Legislature and it would revert to the double-headed plan which now exists, and which is not satisfactory. This new plan was to take the schools out of politics. It did not suit the public.

The measure was hotly contested. The incumbent, Superintendent W. J. Cooper, with the co-operation of the governor, caused the legislative action to be taken paving the way for an initiative on this constitutional amendment. In the controversy the point was brought out that superintendents, principals and teachers were deeply divided. The opposition to the measure led by a county superintendent, W. H. Hanlon, of Contra Costa County, finally stirred up the depths, and school trustees of the rural districts, parents and others joined in, finally sweeping through the organized defenses, even in larger cities.

To exonerate Mr. Cooper from any possible condemnation, it does appear that his advisers were not in harmony with the general public, and urged him to

support a plan which would have created a centralized self-perpetuating group dominating the entire state educational system. The ten-year board of education would have regulated the fifty-seven counties of the state, and the country unit having been worked in would have developed a closely woven network with no hope for anyone breaking through a minutely supervised school administration not allowing any outlet for safety.

While we are at present trying to awaken the interest of parents and adults in educational matters, and while the tendency is to bring into play the elements of co-operation which have been lying dormant, this centralization would have created a huge school machine and instead of bringing forth leaders, would have snuffed out all independent thinkers, and would have given the political manipulators what they were seeking.

Labor at its annual state meeting went against the support of this amendment in spite of political maneuvering from the state administration. The San Francisco Labor Council and the State Building Trades Council appealed to labor throughout the state to defeat the measure, and labor did not fail.

At the present time administrative officials at Sacramento are overlooking the fact that the people as a mass have at times some common sense—to divorce the public from school surveillance is to kill the goose that lays the golden egg.

Several remedies for the situation are available, for example an elected board and an appointed superintendent would meet the popular demand. A shorter term would be more acceptable. The question, however, is in abeyance for the present, as Mr. Cooper has left for Washington, D. C., for his new position as U. S. commissioner of education, replacing J. J. Tigert. We are glad to see a Californian there, and we appreciate the compliment to our state superintendent. The present system needs revamping, but our western spirit, true to "democracy in education," will not allow any machine control.

The San Francisco Federation of Teachers No. 61

In the month of April, 1929, the San Francisco Federation of Teachers will celebrate its tenth anniversary. This first decade of its history is replete with trials and tribulations as well as successes.

An unfriendly board of education tried by resolution to abolish the organization in the first year of its existence, and the politically minded superintendent

of schools, who because of kindred affiliations should have been friendly, opposed the union for personal reasons. This board has been superseded by one of wiser judgment, and the office of superintendent is now filled by a man trained and experienced in school administration. The Federation took an active part in initiating and in carrying to a successful conclusion

the movement which resulted in the reorganization of the department. By means of a charter amendment, the manner of selecting a board of education and superintendent of schools was changed. The office of superintendent was formerly filled by popular election and candidates were restricted to residents of the city. No educational or professional qualifications were imposed. Now the board of education appoints the superintendent. The residence restriction has been removed, and the appointee must have "expert or technical training."

Under the leadership of our educated and experienced superintendent, the San Francisco schools have made noteworthy progress. In state and national conventions of educators, the representatives of our city no longer meet with scorn. On the contrary they are honored and respected. The members of No. 61 take pride in having had a part in bringing about the changes which have encouraged a more professional spirit among teachers and created broader opportunities for pupils.

By the help of organized labor, we have aided materially in securing not only local but also state legislation favorable to teachers. The tenure bills before the legislature have had our active support, and the burden of enforcement has been borne in large measure by the State Federation of Teachers, of which No. 61 is a vital part.

In our salary campaign of four years ago, the members of the Federation took an active interest, and they occupied the most prominent positions. The board of education gave the teachers a chance to present their case prior to the budget estimates. When the budget was published it appeared that the board had concluded to ask for only one-half of the amount requested by the teachers for increase despite the fact that the teachers felt that they had been very conservative in their requests.

Our joint committee waged a vigorous campaign of education of the public, which in its reaction on the board of supervisors, the tax levying body, was so overwhelming that the latter board doubled the amount asked for by the board of education. The success of this campaign must be attributed to the energy and fearlessness of the leaders.

Four of the eight points outlined in our program of action for the year 1926-7, have become realities, and the same applies to our program for the year 1927-8. The points achieved are: (1) revision of the course of study, (2) a professional library for teachers, (3) a tenure law, (4) revision of the local

retirement regulations. The points not fully accomplished are: (1) sabbatical leave, (2) equal pay for equal experience, training, and certification, (3) a co-operative bulletin, (4) an administrative building for the department of education. From the point of view of economy and efficiency it would be highly desirable to have all of the executive branches of the department, many of which are now placed in widely scattered abandoned school buildings, housed in one centrally located building.

Financial independence of the board of education, readjustment and upward revision of salaries, surveys of state and city pension systems with a view to improvements, were subjects on our program for 1927-8. These have either been accomplished or are in a fair way to be realized.

The consolidated salary committee is making splendid progress and deserves the enthusiastic support of every teacher. This scientific investigation of the salary situation in San Francisco promises to be the most thorough and comprehensive study that has ever been undertaken. The result will be published in book form and copies will be available by the time this writing is in print. Many of the facts presented are such as will apply to any city in the United States, and the method of presenting the case will appeal to any group interested in the salary problem. The members of 61 are among active workers of this group.

All teacher organizations should be on the alert regarding our state retirement system. The commission appointed to make a survey of the system and suggest changes in the law will probably recommend a new plan. Such plan will have to be approved by the Legislature, or by a vote of the people. In either case the Federation can be counted on to use its influence in favor of a retirement system that will be just and fair to the teachers of the state.

It might appear to some of our readers that the basis for the Federation's activity is self-interest. This is not true. The education of the child is the ideal which we aim to keep in view at all times. Since the teacher is the most potent factor in the process of education, the most effective way of improving that education is to improve the teachers.

The Federation has always taken a fearless stand in favor of progressive measures and against those manifesting reactionary tendencies. Supported by a large group of respected citizens, we expect to carry forward our banner of progress and secure better and better conditions for the teaching profession.

PAUL J. MOHR, President.

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IT PAYS TO ORGANIZE

Teachers no less than other workers desire a better life. Teachers who have studied the history of social development should realize even more than other workers that organization is the way to a better life. They should be the easiest group to organize for they have the lesson of the bitter experience of oppression which they share with other workers and as students they should have learned the benefits of organization.

The study of social and labor development reveals the striking contrast between wage scales and working conditions of those who are organized and those who are not. We invite authoritative contradiction of the statement that every salary increase and improvement in teaching conditions is due either directly or indirectly to the work of the teachers' unions. No other organization of teachers has done so much not only for the material gain of teachers but also for the advancement of liberal education as the teachers' unions. They protect assuredly the interests of the individual teacher but they primarily and fundamentally stand as the protectors of the ideals of education. The responsibility for social and educational improvements rests with them.

Labor through organization has raised itself from practical serfdom to a condition in which it begins to participate democratically in the organized production of the world. The teachers through organization can raise themselves from practical serfdom to a condition in which they will participate democratically in the solution of educational problems and social questions.

There is no substitute for the labor union. What the workers, again including the teachers, do for themselves is much more significant than what is done for them. No welfare scheme imposed from without can do for them what they can do for themselves.

It is puerile to cavil at and hold aloof from the labor movement because of its faults. Whatever it may deserve in the way of criticism can be remedied by its own membership. The interests of the workers can best be protected by their own union.

Theodore Roosevelt's trenchant words should be repeated again and again: "If I were a factory employe, a workingman on the railroads, OR A WAGE EARNER OF ANY SORT, I would undoubtedly join the union of my trade. If I disapproved of its policy, I would join in order to fight that policy; if the union leaders were dishonest, I would join in order to put them out. I BELIEVE IN THE

UNION, and I believe that all men who are benefited by the union are morally bound to help to the extent of their power in the common interest advanced by the union."

The trade union movement stands between industrial oppression and the workers. It stands for progress to a higher standard of living. It is the means whereby a better life for the workers and all mankind can be secured.

If you see the faults, the mistakes, the shortcomings, the failures in judgment and leadership of the labor movement, take Roosevelt's advice. Get in and make things right.

Organization is the only way. And it pays.

WITHOUT UNIONS, DEMOCRACY UNTHINKABLE

The workers including the teachers not only have the right to organize but it is right that they should organize. Walter Lippman, editor of *The New York World*, splendidly puts the case for justice and democracy.

"The fact is that nothing is so stubbornly resisted as the attempt to organize into effective trade unions. Yet it is labor organized that alone can stand between America and a permanent, servile class. Unless labor is powerful enough to be respected, it is doomed to a degrading servitude. Without unions no such power is possible. Without unions industrial democracy is unthinkable. Without democracy in industry—that is where it counts the most—there is no such thing as democracy in America.

"For only through the union can the wage-earner participate in the control of industry, and only through the union can he obtain the discipline needed for self-government. Those who fight unions may think they are fighting its obvious errors, but what they are really against is just this democracy upon business.

"Men are fighting for the beginning of industrial self-government. If the world were wise that fight would be made easier for them. But it is not wise. Few of us care for ten minutes in a month about these beginnings or what they promise. And so the burden falls entirely upon the workers who are directly concerned. They have got to win civilization, they have got to take up the task of fastening a worker's control upon business."

I am never quite so proud as when some one addresses me as "teacher."—*Elbert Hubbard*.

DOUBLE THE MEMBERSHIP DURING 1929.

The slogan, "Double the Membership," adopted by the A. F. of L. convention at New Orleans may well have been intended for the American Federation of Teachers. It is a goal which everyone in the organization should endeavor to achieve. Every member of the Teachers Union should take this advice to heart and adopt this standard. Let each one sign a pledge with himself, that there shall be another member in his union as his double.

There are two ways to double a membership; each member can bring in a new member or each local can secure a new local in its vicinity. There is no rule against doing both.

Some of our locals cannot follow the first method for where they are 90%, 97%, 99%, and 100% organized, there is no field in which to work. But there is the neighboring community waiting for the message to be brought them by a committee of your local.

The A. F. of T. has made a good start. In the past year, Local 2, the Chicago Federation of Men Teachers, has increased its membership 60%; Local 183, Fulton County Teachers Association, has increased its membership 130% and now has 98% of the teachers in the county; Local 52, Memphis Teachers Association, has an 800% increase. These are illustrations, not by any means sole instances, Other similar examples could be given. Is your Local on the list?

Do you believe in your organization? Do you know that by building your union you are making it a greater power for good? Do you owe this effort as an act of gratitude for what the organization has done for you? Shall we let George do it, or shall we do it?

CATCH PHRASES LULL PUBLIC; POVERTY STILL IS SOCIAL EVIL

Old age, poverty and unemployment menace this country, said Dr. John A. Lapp, professor of sociology, Marquette University and member of the American Federation of Teachers, Local 79, in an address to a group of advertising men in Omaha, Neb. The speaker is former president of the National Council of Social Work.

Poverty is not abolished and there is no present indication that it will be, said Dr. Lapp. The very cause of poverty—lack of means of livelihood—is increasing. Old age is a greater menace than ever.

The speaker expressed disapproval of President

THE AMERICAN TEACHER

Coolidge's economy program and criticized Henry Ford's statement that there is a job for every man in this country.

Dr. Lapp submitted the same cold analysis to various catch phrases and fallacies that pass as social facts.

He attacked the claim that poverty is decreasing, that cities have "crime waves," that most criminals come from the ranks of foreign-born persons and children of foreign-born persons, and that taxes can be lowered without slashing expenditures for service and improvements that the public demand.

Dr. Lapp declared that statistics are a sort of hocus-pocus and are not reliable.

"Crime waves," he asserted, "are imaginative creations of a certain type of newspapers. Statistics show that the greater percentage of United States criminals are not foreign born or the children of foreign-born parents."

The speaker predicted that taxes will continue to go up and that some day statistics will regain the confidence the public reposed in them.

TEACHERS' PENSION URGED BY WILL HAYS

Cleveland.—"Neither community respect nor self-respect accompany inability to pay the butcher, the grocer and the landlord," said Will H. Hays, moving picture supervisor and former postmaster general, at a conference of school superintendents here.

"The world has abandoned forever the fallacy that any virtue, any stimulus to performance, any useful quality whatsoever, derives from a condition of want," said Hays. "I do not care who has made such claims; they are outworn fallacies, concocted as a sop to the spineless.

"I submit that to place before our young people the pitiful examples of teachers who have come to the evening of life with no provision for decent comfort, no just and reasonable assurance of continuity of livelihood during that period when success in other callings brings independence as well as honor, is to fend away from the teaching profession the quality and ability of personnel which our teachers and our children must command if civilization is to advance.

"The teacher is the most important agent of the taxpayer."

FREE TEXT BOOKS

The American Federation of Labor is making good progress with its program of free text books. Nineteen states and the District of Columbia have laws requiring that text books be furnished without cost to children in the elementary grades.

Eight of these nineteen states—Arizona, California, Delaware, Montana, Nevada, Oklahoma, Texas, Utah—have statewide adoption for free textbooks; while the remaining eleven states—Maine, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, Pennsylvania, Rhode Island, South Dakota, Vermont and Wyoming—have either county, district, town or city adoption of free textbooks.

In twenty-three states free text books are permitted but not required.

Six States—Indiana, Kentucky, New Mexico, Oregon, South Carolina and Tennessee—do not appear to have any free textbook laws, but in practically all states indigent children are furnished textbooks free.

In twenty-five states the selection of textbooks for elementary public schools is made by the state board of education or a specially created county textbook commission. In the remaining eighteen states in which there is neither state nor county adoption, the textbooks are selected by the district school authorities.

There is no evidence of a general method of textbook selection by the experts in the field, that is, the teachers.

TEACHERS BARRED FROM PENSIONS

The teachers' pension bill went down to overwhelming defeat in the Iowa lower house last week. While it was optional as to adoption upon the part of the boards of education in the few cities of the first class to which it would apply the farmer members were bitter in voicing their opposition because of the fear that in the dim and distant future consolidated school districts might be called upon to pension the faithful teachers. An attempt by Representative Frank Byers of Linn to so amend it to apply to cities of a certain population, which would include only Cedar Rapids and Davenport, was rejected. Legislation favorable to the wage-earners or salaried people in the cities stands no chance of adoption in the present session, apparently.—*Cedar Rapids Tribune*.

I hope I may live to see the day when an unfettered start and a fair chance in the race of life is guaranteed to every American boy and girl.—*Abraham Lincoln*.

Just Observations

The George-Reed Bill providing for the further extension of federal aid in the promotion of vocational education has passed Congress. The bill establishes no new principle, but provides for additional funds for the administration of the Smith-Hughes act, which was adopted eleven years ago.

Under this bill 3590 schools have given training in vocational agriculture and 1978 have maintained departments of home economics. Valuable as this work has been the limitation of funds has prevented its being extensively carried, the number of schools receiving aid for vocational agriculture representing but 29% of the rural high schools in the United States, and those receiving aid in home economics representing but 8.7% of the public high schools. Fortunately, the many students given this vocational instruction are now in the agricultural work. A recent nation-wide study made by the Federal Board of Vocational Education shows that from 60 to 75% of them have accepted farming as a definite vocation.

We welcome this aid from the federal government, which makes possible this practical training in the states whose financial condition is such as to prevent their providing this very essential sort of training, from state funds alone.

Federal aid, yes; administered by the several states, of course. A good bill to meet a great need.

* * *

The current Appropriation Bill for the Department of the Interior carries a provision to enable the U. S. Bureau of Education to carry on a study of our secondary schools. The plans for this study are as yet highly tentative, but the references thereto made at the hearings on the bill by representatives of the Bureau of Education, indicate that the study will be far-reaching. We are very happy that this appropriation is to be made. Our Federal Bureau certainly needs funds—needs them badly—to conduct its research work.

Our secondary schools, so certainly in a state of transition—to goodness knows what or where—will need the scientific attention which we feel the U. S. Bureau of Education can now, with its adequate funds, give thereto. We add but one hope; that it will be true study; that those who actually teach will be consulted on this study.

Mr. Lucius Littauer, of Gloversville, has decided to be a philanthropist. He has set up a fund of \$1,000,000 to be used "To enlarge the realm of human knowledge, to promote general moral, mental and physical improvement of society so that the sum total of human welfare and wisdom may be increased and better understanding among all mankind promoted."

Now, if Mr. Littauer is sincere this is good news, for it means that the conditions in the fine dress glove industry in Fulton County (Gloversville and Johnstown, New York), will be vastly improved; it means that as an immediate manifestation of his desire for "better understanding" and "human welfare," that the glove workers of Fulton County will no longer be deprived of those supposedly inalienable human rights of which they have so long been deprived, very largely because of Mr. Littauer's attitude.

But, if Mr. Littauer is simply giving a million as a monument to himself and his erstwhile unsound practices, and not for the purpose for which he professes to give it, he will continue to deny employment to any man or woman who seeks to work in co-operation with his fellow workers to secure "better understanding and human welfare."

* * *

The teachers of Chile are indeed in a sad plight. If they join a teachers' union, they are dismissed. If they champion freedom of speech or the right of peaceable assembly, they are persecuted. The Teachers Union of Chile has been ordered disbanded by the tyrannical Chilean dictator. So we learn from the journal of I. M. A., the Latin American Teachers Association.

We sincerely hope that in the very near future, these fellow workers of ours will join as we do with the bona fide trade union movement; that they will affiliate with their respective national trade union centers and so place themselves in a position to work in and through the Pan American Federation of Labor, and the Amsterdam International Teachers Trade Union—to work toward the realization of the ideals which caused their organizations to be formed; to work, therefore, for that better truer education which we trade unionists feel is so essential.

Our well wishes are indeed with these Latin American pioneers in their efforts to evolve and establish a social form of education.

"Allen A" Hosiery workers continue to hold their own, and ask for the right to arbitrate their differences with their erstwhile employers. The differences arose over what to most of us seems to be an important matter. Each of the workers had been watching 14,000 little steel needles. The management wanted each one to watch 28,000 little steel needles. It does seem that one worker's nerves might be a little taxed at this assignment. And this is but one factor to be arbitrated.

We have all received the names of thirty-two firms which make excellent hosiery—make them now under wholesome conditions—and of course, we'll spend our money with our friends.

* * *

Hearings were held, before Congress adjourned, on the Newton Bill, a successor to the Sheppard-Towner Act, for the extension of federal aid in the maintenance of infancy and maternity welfare centers, and the bill was favorably reported out of Committee.

The Sheppard-Towner Act has served its purpose in demonstrating that co-operation between the States and the Children's Bureau of the Department of Labor in a baby-saving campaign can be successful. In 1927, according to the Bureau of the Census, the infant mortality rate, i. e., deaths per 1,000 live births, was 65—a very much lower rate than we have ever had before. Expressed in terms of living babies, this new rate meant that 24,500 babies survived their first year of life in 1927 who would have died if the conditions of 1921 had prevailed. The baby-saving campaigns which brought this result were educational in character, that is, they made available to mothers through child-health conferences, mothers' clubs and classes, and home visits of nurses scientific information as to the care of babies.

While the Children's Bureau laid the foundation for this national baby-saving campaign by its studies of infant mortality which convinced Congress and the States that this was a field in which co-operation between the Nation, the State, and the local community was necessary, the educational activities have been carried on by the States. Under the Sheppard-Towner Act plans were initiated by the States, and the doctors and nurses who carried out the plans were appointed by the States. The Maternity and Infant Hygiene Division of the Children's Bureau, which administered the Act, has had a small staff—doctors, consulting nurses, an auditor,

and three clerks—usually nine persons altogether. It has kept track of expenditures, and has assisted the States when requested. The best traditions of our Federal form of government have thus been utilized to start out children toward a healthy manhood and womanhood.

On the basis of the work that has now been done it should be possible for the States to lead and the Federal Government to assist. This the Newton Bill, H. R. 14070, makes possible by providing for a Child Welfare Extension Service in the Children's Bureau which can be as useful in baby saving as the agriculture Extension Service has been in improving livestock.

Of course, the action by the Committee in the old Congress has no legal effect on the new Congress, but we hope it will be a step toward bringing about speedy action by the new Congress.

* * *

It's encouraging to hear through Mrs. Cora Wilson Stewart, director of the National Illiteracy Crusade, that very substantial progress has been made in the efforts to eradicate illiteracy. The fact that 4,000,000 of our illiterates according to the last census are native born citizens makes the challenge the more serious.

Many national organizations are actively co-operating with Mrs. Stewart in her splendid work. It's a movement we heartily endorse and one which should have our fullest support.

* * *

Teachers are to blame for their own low salaries, declares the report of Yale Chapter of the American Association of University Professors, after a study of this question.

Right! Their reasoning, however, isn't quite sound, it seems. They're still back in the period which would explain the whole thing in a queer sort of "Wage Lump Theory." There's just so much money, they say, and if there were fewer people to share it, then each one would get more. When a university gets more money, it should raise pay—not simply enlarge its faculty. They've worded the report more adroitly, 'tis true, but this is their conclusion, crudely stated.

It would seem that they're quite unsound in their reasoning. Teachers are to blame for teachers' low salaries, most assuredly, but not on any "Wage Lump Theory."

(Continued on Page 23)

A True Tale of Long Ago

Once upon a time—in fact, early in the second quarter of the present century—five teachers, A, B, C, D, and E, went to a teachers' institute. As it happened, this institute was held in the building where they ordinarily pursued their labor, and so, as was customary, they punched a time clock. For you must understand that in those days there was much discussion as to whether teaching was a trade or a profession, and it seemed best to the authorities that, until the matter was settled one way or the other, the teachers should conform to the custom of both callings. For instance, although the time of their arrival was arbitrarily set, as in a factory, and the day definitely divided by the ringing of bells into certain periods of time for certain specified duties, still at the same time the teachers were permitted to prolong their work at their homes far into the night, as did certain of the medical profession, and even to dream about it when they had fallen asleep, like a young lawyer with his first case. Moreover, many of them spent their vacations learning to do their work better, and they were glad to do so. And, indeed, they were urged to do this. And thus they strove to do too many things. They did not realize, as we do now, that teaching is neither a trade nor a profession, but a much more honorable calling than either one, to which in this day we have given the name of "tradesman." And so those five teachers punched the clock and proceeded to enjoy the institute.

"A" WAS CONSCIENTIOUS

Now A was a very conscientious person, and likewise very heavily laden with burdensome duties. So A took with her one hundred and forty-three test papers and corrected them during the less entertaining portions of the meetings. They were called objective tests, and there really should have been one hundred and fifty, because A taught five classes of thirty pupils each, but seven had missed the test and would return the next week and demand seven "make ups." A even took her lunch to her room and finished her papers there by the end of the third day. And that was a good thing, because then she would be all ready to get some more papers the next week. So A really got a great deal out of the institute.

Now B was of a different type entirely—a very sociable person—and he managed to put in his time very well. He stood around in the halls and met his friends and talked to the bookman, picking up an

idea or two and even a book. Now this was a good thing to do, and almost necessary, for this institution where B taught was so highly organized that the teachers did not see one another very often during the days of their ordinary toil, and a certain amount of contact is very good for teachers. Besides, as B argued, you could not hear well, what with the creaking of chairs and people passing to the farther side of the balcony and then coming back. So by shaving off both ends of each lecture, B managed to visit a good deal, and enjoyed the institute very much.

BEWILDERED BY NEW WORDS

C was a very earnest young thing, and very eager to learn. And, indeed, a good chance she had, for many wise men were there to explain things to the teachers. She heard many new words—norm, objective, correlation, problem-project, and curriculum. Some of them she had heard before, but not quite in the same use, and so she took them all down on the back of her program, and was very busy indeed. Then, too, she laughed sometimes, and that is very good for a teacher. But, withal, she appeared troubled and somewhat dazed and mentally disturbed, so many new things having come upon her all at once, and she said to her neighbor, "I do not know where to begin. I wish someone would show me how to do a problem-project."

Now in our day she would not have to be so puzzled, for demonstrations and discussions wherein someone shows someone else a clever device or two are a matter of course, but in those days it was only beginning to be demanded, and C was not bold enough to demand. And so C was not quite satisfied with the institute.

D was a very practical woman, and able to do two things at once equally well. So D took a handkerchief that she was preparing as a Christmas present for Mr. D and wrought upon the handkerchief while she listened to the lectures. And, indeed, that was a wise arrangement. But D did not wish to attract attention to her singular occupation, and so she seated herself behind a woman with a fur collar.

PLENTY OF FUR COATS

And here I must stop and tell you that there were many women with fur collars, and even fur coats, for, although the climate of that place was very salubrious and not at all cold, yet they all had to wear fur collars because Fashion said so. And the mer-

chants of that city were all very glad indeed to have all those teachers gathered there from many cities around, and they displayed all their wares, both in the regular market place and in large halls which they hired for that purpose, in order to tempt them to buy. And the teachers were not at all loath to do so, but, truly, it did seem a pity, as many of them said that the sessions were so long they did not have time to see all of the wares that were displayed and to judge where best to spend their money. And those merchants lost much good profit in that way. But perhaps it was just as well, for many of the teachers did not have much money to spend.

It is not so in our day, of course, because now the teachers have much more money and more time in which to spend it. For you must know that they had an organization, called a federation, which put forth great efforts for many years to aid those teachers in getting what they needed to make their lives profitable, and now all these things for which they labored have come to pass and their federation has become an honorary organization, and many clamor to belong to it or pine with secret envy. But they cannot now get in, unless they can prove that they or their fathers worked or did give money for the great cause when the labor was difficult.

But now I have led you a long way from Mrs. D. She did finally finish her handiwork, and so she considered the institute a great success.

Now E had taught a great many years and was very tired, but still she attended the institute faithfully and hoped to find some great thought that would lighten her burden for the rest of the year. She heard all of the new words. But they were not so new to her as they were to C, for she had read them in books and had heard those same wise men say them many times in the summer. So she just sat and listened. She was too tired to do handiwork. There were a great many like E, even more than there were like C, only you couldn't tell them all, because they had very pink cheeks and their hats were pulled down over their eyes. And then one day after a long, long wait, she heard it—that thought that was going to lighten her burden—and she was glad tho it did seem to E that that was an expensive way to get a thought. So E and all those like her considered the institute a success.

And the next day there was proclaimed a great Thanksgiving day, with feasting and rejoicing, and they all went to their homes or the homes of their friends and made merry with one another.

MARGARET MOORE, No. 31.

The Moral Education Bill

Although characterized by the Chairman of the Education Committee of the Oregon State Senate as "An insult to the teachers of Oregon" and protested by Local 111 of the American Federation of Teachers, Senate Bill No. 86, the "Moral Education Bill," favored by the Oregon Congress of Mothers and the Parent Teacher organizations of the state, passed the senate on February 27 with only sixteen dissenting votes and, with the signature of the governor, becomes another law to be added to the long list of impractical or unenforceable measures on the statute books, each one a challenge to the respect which the youth of the land ought to have for the government of his state—the respect, by the way, which this law specifies shall be inculcated by precept, having been forfeited by force of example—ofttimes by the example of the parent.

The provisions of the bill are as follows:

Section 1. It shall be the duty of each and every teacher employed to give instruction in the regular course of the first 12 grades of any public school

in the State of Oregon, so to arrange and present his or her instructions as to give special emphasis to honesty, morality, courtesy, obedience to law, respect for the national flag, the constitution of the United States, and the constitution of the State of Oregon; respect for parents and the home, the dignity and necessity of honest labor and other lessons of steady-ing influence, which tend to promote and develop an upright and desirable citizenry.

Section 2. For the purpose of this act, the State Superintendent of Public Instruction shall prepare an outline with suggestions such as, in his judgment, will best accomplish the purpose set forth in Section 1, and shall incorporate the same in a course of study for the first 12 grades of all schools of the State of Oregon.

In the press of other, more hotly contested legislation this bill did not receive any great amount of publicity nor arouse much comment. However, George C. Howard, a member of the Portland Teachers Union, in a letter to *The Oregon Daily Journal*,

said in part: "Youth, particularly modern youth, is not incited to performance by periodic presentation of pious platitudes but by actual ethics of the daily life. Standards of morality, honesty, courtesy and patriotism, in order to be effective, as every student of psychology knows, must be absorbed from the environment of home and school and not by the recital of codes of conduct. It is essential to a true understanding of the youth of today to realize that they are in wholesome revolt against just this sort of thing. It is not that they have less regard for the conventions than had we of the Victorian era, but that they have become disgusted with large profession and little performance, to a point where they now prefer to witness a period marked by performance without profession." And in conclusion, Mr. Howard added, "Should not the teachers of the state themselves be the best judge of the merits of this measure? That they are not in favor of it is shown by the fact that the Teachers Union of Portland has passed resolutions against it. There can be no doubt that this would not only be a step backward that would do more harm than good, but that would consume, in the aggregate, a vast amount of time that could be applied to better purpose. If one cared to view the matter wholly from its economic angle of waste it would be easy to translate into dollars the cost to the taxpayer of even 10 minutes per day wasted in the futile effort to persuade the youth of this day to do as we say and not as we do."

ARGUMENTS GOT LABOR PUBLICITY.

The Oregon labor press, too, gave the arguments against the bill considerable publicity. The resolution mentioned by Mr. Howard was adopted on February 2 at the regular meeting of Local 111 A. F. of T. and reads as follows:

Whereas, Our experience as teachers and our acquaintance with the results of research and experiment in the formal presentation of moral codes, convince us that children acquire their standards of honesty, morality and courtesy, as well as their love for their parents and their respect for home, from their natural contacts with parents, their teachers and their classmates and from example set by their elders, rather than by set courses of instruction, and,

Whereas, We believe that the teachers of Oregon, in their contacts with their pupils, are now doing all that it is possible to accomplish through the schools in the matter of inculcating moral standards

and are, therefore, already accomplishing the purpose of Senate bill No. 86, and

Whereas, We believe that a formal course in moral precepts would defeat its own purpose by tending to antagonize adolescent youth, and

Whereas, It would be impractical to require "each and every teacher" in Oregon to give instruction in such a course, and

Whereas, The teaching of respect for the flag, for the Constitution of the United States and for the Constitution of Oregon is already a part of the work of teachers of history and civics; therefore, be it

RESOLVED, That while adhering to the same fundamental principles of morals and patriotism as the framers of Senate bill No. 86, we oppose the passage on the ground that it is both unnecessary and impractical, and be it further

RESOLVED, That we empower the legislative committee of the Teachers Union to take such action as it deems advisable to secure the defeat of the above mentioned bill.

PASSED DESPITE OPPOSITION.

Copies of this resolution were forwarded to the Multnomah County delegation in House and Senate, but to no avail. In spite of the stand of labor and vigorous opposition by those senators and representatives who were ranged against the bill, the combined effects of the influence of the sponsoring groups and the indifference of others who should have been interested, left an overwhelming majority in favor of the bill. Even Dorothy McCullough Lee, who is the only woman member of the House of Representatives and who was supported by many teachers in her campaign, said in her speech made in support of the bill that at least twenty-five percent of the teachers of the state do not stress character education. She did not disclose the source of her information, but undoubtedly this twenty-five percent will be reached, to the last man, when the "each and every teacher" named in the statute has taken his prescribed ten, fifteen, or twenty minutes of the recitation period to carry out the provisions of the new law.

DARYL BELAT.

A better principle than this, that "the majority shall rule," is this other, that justice shall rule. "Justice," says the code of Justinian, "is the constant and perpetual desire to render every man his due."—Bovee.

Seattle As Viewed Abroad

The ruthless methods of the Seattle Board of Education toward the teachers union last spring has attracted attention far beyond the borders of our own land. In the January 10 issue of The Social Inquirer, a trade union newspaper published in Paris, there appeared an article entitled "Seattle, or an Episode in the Intolerance of Economic Power." The French trade union point of view on this glaring incident in abridgment of American civil liberties is so to the point that the publication of a translation of the article for the benefit of the readers of THE AMERICAN TEACHER will no doubt be welcomed. Details relating to the history of the case are omitted since they would be a mere repetition of what has already been fully reported in these pages. The translation follows:

The American trusts, which are monopolies in fact, are not merely seeking to control wealth through the unified aid of capital nor are they merely seeking to direct, in an officious manner, the political life of the country, but they are also trying to crush the trade union development of the salaried classes through their brutal economic power. Intimidation of the workers by this industrial monarchy extends even to the domain of education as is seen in the Seattle incident.

Seattle is a flourishing seaport situated on a vast estuary by the Pacific Ocean in the state of Washington. Seattle, it is true, is not all America but the local incident, resulting from economic tyranny, extends beyond this corner of the Pacific coast, beyond the Rocky Mountains and the plains of the West and involves all those who love liberty. To us Europeans it presents an aspect, and a most significant one, of a plutocratic civilization unabashed by scruples.

(At this point a detailed account of the history of the teachers' union and its struggle with the Seattle board of education is given with a concluding remark that "the Seattle local of the American Federation of Teachers has not been wrecked. It has been reorganized and, though very much reduced, it remains a very vital factor with a membership not responsible to the Seattle board of education." The article then proceeds to an interesting discussion of the Seattle situation in its relation to the broader aspects of the struggle for industrial democracy. The translation continues:

This conflict between a trade union of intellec-

tuals and the economic powers is significant. It demonstrates clearly how political power fails in the face of economic organization. It is no longer the army which yields to the toga, but the toga which yields to the waistcoat of the business man.

"The right of association is inalienable; it is a constitutional right," say the jurists. "Perhaps," says the employer, "but I am master of my own shop," and he demonstrates it by his actions. The princes of oil, of cotton, and of railroads, or rather their henchmen who are at heart more administrative and cold, can impose their wishes in spite of the intent of the law which expresses, in principle at least, the wish of the nation.

It is enough for them to say, "For such is our pleasure." But their irony is bitter. Is not the citizen free? Salaried men and capitalists—are they not equal in the eyes of the law? The miners of West Virginia and the teachers of Seattle, are they not free to refuse to sign a contract? They are also free not to work and even to starve.

The condition of the salaried class involves servitude. The one who asks for work is obliged to accept, under penalty of losing a livelihood, the demands of the employer who controls the instruments of production. But a union of the salaried classes, organizing with the workers in opposition to the employers, would permit them to stand as equals in making a contract and this is precisely why the beginning of unionism, and, after all, of industrial democracy, is feared among those capitalists who persist in exercising an economic tyranny which they justify on the grounds of "might makes right."

It is ludicrous to see this tyranny going beyond the purely economic limits to exercise itself upon the schools. The Board of Education of Seattle wants its teachers to be submissive, paying them their salaries only after they have abandoned their rights. "He who pays commands," is the order of the day there also. A stupid tyranny, too, for the union is not destroyed. The group of militants who direct the decimated union, itself a living protest against economic dictatorship, has the secret support of the teachers who have been forced to sign and the open support of all liberals of the United States and of all trade union organizations. Public opinion is aroused and a conflict, having possibilities of real severity, emerges from the darkness. The victory is not yet.

It is merely an engagement of the vanguard which gives warning to the main body of troops.

It is of value, finally, to observe that the course of the conflict is not primarily American. In our old Europe, as in the United States, the resistance of the proletariat to oppression is organized upon the same basis and according to a similar technique, that is, appeal to a central organization, support of organized labor, appeal to liberals and independent personalities who constitute a sort of national super-

conscious, resistance carried to the courts, devotion of a militant personality, persistence of the organization to the last ditch—all these the invariable processes which show the profound unity of mankind. The working world is little by little becoming conscious of the universality of its claims, and the time is near when American trade unionism will not hesitate longer to grasp the hand extended to it from across the sea by the European trade union movement.

Should Intellectual Workers Be Unionized

There exists a notion among certain groups of people, even among so-called friends of organized labor, socialists and parlor radicals of all shades, that intellectual workers, such as writers, journalists, poets, composers, teachers, professional musicians, professors, architects, artists, etc., are beyond the pale of trade union organization. They maintain that such "creators" of human values—for workers is too common a term to be applied to such groups of people—are in a class by themselves, cannot be subjected to rules, programs and regimentation of organization. They and their work are purely individualistic, heavenly inspired and as such require absolute freedom and independence. Their service is paid and determined by public esteem and judgment and therefore does not fall within the category of ordinary crafts. As if organized labor were trying to impose control over one's thoughts and ideals! As if unionism were an attempt to stifle initiative and creative work! Just the contrary is true. If journalists, artists, composers, etc., were creating, and publishing as well, their own works, then probably it would be puerile, because useless, to advocate unionism to them, but as long as such groups of craftsmen are obliged in modern society to sell their creations to publishers, editors and dealers in order to reach the public, gain recognition and earn an income, they are subject to the same mistreatment, exploitation and underpayment as all other groups of workers, and as such are in urgent need of organization for the protection of their rights and interests.

Publishers, like capitalists, financiers and merchants of other wares, are human and subject to temptation. Like the others, they are primarily interested in getting the most of returns from their investments, and as such they will naturally never overlook an opportunity to make profits, regardless of the fact whether in so doing they will have to un-

derpay their employes, in this case in the persons of artists, authors, editors, etc., or by illegitimate sale of their products. Publishers may be dealing in a finer article and may be juggling with a nobler human material, but fundamentally their objective is the same as of all capitalists, as of all business ventures, to wit: *Keep down expenses at all costs and swell profits in geometric proportions!*

ALWAYS ROOM FOR ABUSE.

Whenever and wherever there is an interchange of capital and labor, regardless of form; whenever services are dependent on wages or royalties, there is invariably room for abuse, friction and exploitation. Consequently, the intellectual workers—artists, actors, authors, etc.—feel and should feel the need of organization, mass action and mass movement as urgently as the other skilled and unskilled proletarians of all trades and crafts.

A union does not dictate opinions or ideas to its individual members. Unionism does not imply the imposition of specific intellectual standards. A union is fundamentally and primarily an economic weapon: economic in origin, economic in purpose, unless it is organized by a group of workers who, following a certain political and social philosophy, super-impose it upon the structure of their union. Such are political unions, revolutionary organizations, and we are not speaking of such kind of unions in this connection.

Of the union we are speaking, catholics, protestants, Jews, orthodox, infidel, radical or conservative—all of them may join hands under its wing and present a common front and pursue a common end. Regardless of their individual eccentricities and philosophies, their economic interests are identical. They all labor under the same conditions. If there is any exploitation or abuse, they are all subject to a share of it. Hence, the need for uniform demands for

shorter hours, higher pay and more dignified relationship.

PRIMARILY ECONOMIC.

Trade unionism, therefore, is fundamentally an economic movement. The trade union is principally an economic organization of craftsmen or artisans of similar avocations or professions founded for the purpose of introducing in their respective fields of endeavor more agreeable working conditions, a nobler relationship between the human factors concerned, a more equitable remuneration, an extension of hygiene to greater fields, and correspondingly a higher standard of living for society at large.

Granted that artists, writers, musicians, teachers, etc. are compelled in this modern world to sell their creative products or services *not directly* to the public but *indirectly* through private or quasi-public or even public agencies, which are organized either exclusively for gain and profit or for the perpetuation of certain interests, it is therefore logical and imperative that there should exist a sentiment of comradeship, a solidarity of interest, a need for organization among all professional groups of workers. Although there may be a relative difference between an artisan and an artist, a clerk and a teacher, a writer and a bookkeeper, fundamentally, however, they are all alike in as much as they all render a certain specific service on behalf of society at large. The intellectual and creative workers may require longer preparation, more intensive education and as such may be entitled to higher remuneration and public esteem but that does not invalidate the fact that fundamentally their service is *Labor*, of a nobler quality it is true, but *labor just the same*.

ALL HAVE SACRED RIGHTS.

Professors, teachers, artists, etc., and mechanics, hod-carriers, shipping clerks, etc. pursue their industrial functions in different manners but their interests converge to the same denominator; they have rights as human beings and rights as dispensers of service, and as such need protection and organization. As such they have a solidarity of interests which calls for a similar organization along trade union lines and paths.

Certain groups of actors, teachers, musicians, writers, etc. have already seen the light and have founded organizations based on trade union lines and principles. And the day is not distant when the others, who still hold themselves "aloof from common labor", who still regard organization in unions

as beneath their dignity or calling, will realize their fallacy and modify their tactics.

There are unmistakable signs of an awakening among our intellectual workers. Such men as Professor Dewey have blazoned the trail and their comrades sooner or later will join the ranks.

What unionism has done for the teaching profession and aims to do will be seen from an interesting statement issued by Miss Florence Fish, member of the Minneapolis branch No. 59, the American Federation of Teachers, and affiliated with the American Federation of Labor, and printed in the June issue of **THE AMERICAN TEACHER**, organ of her union: **WHY TEACHERS SHOULD AFFILIATE WITH THE AMERICAN FEDERATION OF LABOR.**

"In order to produce a higher type of human kind, greater freedom and greater responsibility for the use of that freedom are necessary in the workers of the world. Such freedom can be increased by greater control, by the workers, of working conditions. With this greater control will come greater co-operation and understanding."

"This increase in control of conditions is just as vital in teaching as in any other work. It means greater freedom and greater sense of responsibility in teachers and this will bring about finer schools and thus make a greater people."

"We of the American Federation of Teachers believe:

1. *That humanity becomes better through greater freedom;*
2. *That through education to the effect that the freedom of each must be limited by the freedom of all will come responsibility for the use of freedom;*
3. *That workers can best obtain this freedom by a co-operative and orderly progress towards greater control of working conditions;*
4. *That teachers should, in common with other workers, work towards this same end;*
5. *That teachers in a special way need this responsible freedom in order to help make it a heritage of generations to come;*
6. *That teachers should therefore affiliate with the A. F. of L. as the greatest body of workers striving towards this goal in order to help and be helped by them."*

* * *

And does not the same reasoning apply to every other profession?

MICHAEL B. SCHELER.

TEN YEARS IN SACRAMENTO

The group of high school teachers who gathered one morning during the flu epidemic of 1918, met with the serious purpose of attempting to improve the working conditions of all Sacramento teachers. A small volunteer committee, called together by a special need had been working for some time and were ready to recommend immediate affiliation with the American Federation of Teachers. Their arguments were so strong that the larger group voted unanimously to join this national body of progressive classroom teachers, and Local 31 came into existence that day.

Since one reason for the organization was a need for better salaries, a salary committee was the first special committee to be appointed by the new local. Its members went at the task with enthusiasm. They did not believe in half-way measures and from the beginning resolved to secure an increase that would be worth all the effort necessary to secure it. It meant hard work, continuous work, even the sacrifice of vacation time for some of its members. But by 1920, through their initiative a salary schedule had been made, the maximum of which was better than that of even the largest cities in the state at that time.

The independence and fearlessness which carried through to success these salary campaigns, has been a marked characteristic of the organization ever since. Probably only the workers themselves realize just how wide has been the influence of this independent thinking. It is not exaggeration to say that all movements for the betterment of the profession in Sacramento have originated in formal or informal gatherings of the membership of No. 31.

Our leaders have been courageous and also wise. They have believed in co-operation with the administration of the schools and with the organizations of the city. This co-operation has been possible to an unusual extent. Of course the local went through a probationary period when the authorities were uncertain what the policy of the organization was to be. They have come to see, however, that Sacramento Chapter 31 has on its rolls some of the most progressive thinkers in California. These thinkers have not been afraid to criticize, but with criticism they have presented constructive programs.

Situated at the state capital, the chapter has had a unique opportunity to watch educational legislation. Under the guidance of the Legislative Committee—chairmaned in the last few years by Mr. Everett—it

has made its influence felt in the educational committees at the state house. The constant work of No. 31 has not been unwelcome to the other teachers of the state. This past year a committee has been working with members of the Sacramento Board of Education on a possible scheme for a local pension system. This has meant also the sponsoring of a state law by which the legislature shall make it legal for any city to establish such a pension plan for its teaching staff.

Local No. 31 has always taken the stand that the wider its influence the stronger it will be. So from the first years of our existence, we have worked toward putting classroom teachers on the official bodies of the California State Teachers' Association. Today one of our own members is president of the northern section, and we have been instrumental in putting classroom teachers into the presidency on two previous occasions. As the executive body of the California State Teachers' Association was practically made up of administrators, the chapter started a movement to put more classroom teachers on the State Council of Education, and one of our members has been on the Board of Directors for the past four years.

Looking back over the ten years, there is evidence of a steady growth in influence and increased confidence in the sincerity of the efforts of the chapter. Those who have been in the organization from the start have never regretted founding the chapter and they can see a still larger sphere of influence ahead.

ABBY RUTH TRACY, Local 31.

CAN ETHICS BE PROFESSIONAL?

(Resume of an address delivered by Dr. Stanley Rypins of the San Francisco Teachers College, at the Tenth Anniversary Banquet of Local 31, Sacramento, February 1, 1929.)

Trust Dr. Rypins to give an unusual twist to a title and to follow it up in an unusual fashion. Dr. Rypins prefaced his address by announcing that, although he refused to punch a clock in his college, he would keep his watch before him on this occasion, and—(much to the disappointment of the audience)—that he would curtail his address somewhat.

Ethics concerns the relation of man to God and the relation of man to his fellow men. The speaker dealt with the second half of the topic and that only in the sense in which it applies to the group. Social institutions are always changing and therefore ethical ideals are in a state of flux. Through the centuries

they have passed from the ideals of a hunting society, through the agrarian, to the industrial. Today's ideals are those of trade unionism. "What is a trade union?" asked the speaker, and then made his own definition: "A union is an association, entered into voluntarily, of the members of a given trade, craft, or profession for the purpose of mutual assistance in maintaining and improving the conditions of work and of life by use of such weapons as strikes, boycotts, sabotage, propaganda, parliamentary procedure, and control of capital."

He then developed the thesis that all people concerned with the earning of a livelihood form unions, though under different names, and use the same weapons, though under different names. Whether the union is called a chamber of commerce, American Medical Association, or what not, the purpose is the same. When refusing to "purchase" labor, business is practicing the boycott, only it is called using "the American Plan;" dumping a ship-load of bananas into the Atlantic in order to keep up the price in New York City answers exactly to the definition of sabotage; many corporations publish bulletins—that is propaganda; also what about lobbying? All big business gains control of capital—the most recent weapon to be used by labor.

"How," asked the speaker, "does this kind of ethics apply to teachers? Teachers cannot be professional until they learn to use these weapons. Teaching as a profession is in its infancy through cowardice, ignorance, lack of contact with industrialism. Get away from the old interpretation of ethics as merely being good. Do something good—good for yourself—and you will be a member of a profession."

A NEW CURRICULUM FOR SACRAMENTO

Significant of a forward-looking community and a progressive board of education is the recent school survey made in the City of Sacramento by Dr. J. B. Sears of Stanford University, and the subsequent curriculum revision now under way.

"The object of the survey was to present the results of a thorough study of the three school systems, elementary, high school, and junior college, to the end that plant development might be entered upon in terms of a well-thought out plan, that the strong and weak points in the system might be clearly understood, and that needed extensions or revisions in policies might be determined."

The survey showed that the instruction in Sacra-

mento is in line with the best practice elsewhere but that it is in need of more definite formulation. Similarly the type of organization following the K-6-3-3-2 plan was commended but found to be in need of greater co-ordination between the units, with more definitely fixed responsibility, and a greater degree of supervision.

Some of these weaknesses in the system had already been fully recognized by the city school administration and steps had been taken to remedy them. This is particularly true of the lack of co-ordination between the units composing the city school system, and last year (1927-1928) co-ordinating committees were set up to bring some of these units, namely, the junior high schools, senior high school, and junior college, into closer relationship with each other. The committees were organized by subjects (social science, English, foreign languages, mathematics, science, et cetera) and one representative from each school sat on each committee, with the head of the department in the senior high school acting as chairman and a member of the conference bureau (the supreme administrative body) acting as adviser.

It became apparent, in the deliberations of these committees, that some such permanent clearing house was necessary for the continued co-ordination of the groups and that some machinery should be set up by which the course of study might undergo continuous revision as the need arose.

Following the survey of last year and the findings of the committee, the first step in the reorganization of the city system seemed to be a thorough-going revision of the course of study. Accordingly a "set-up" has been made of curriculum plans for 1929-1930, which involves the appointment of many small committees, each to work in a definite field of curriculum-making, with the chairman, at least, to be relieved in great part of teaching duties. While the plan includes the actual publishing of this new course of study at the end of next year, it contemplates using the "loose leaf" system so that curriculum revision may be continuous and the form flexible enough to admit revision in any part.

A professional library in the hands of a trained librarian is being organized for the guidance of the curriculum groups. It will include not only the most progressive books and articles on scientific curriculum making but also copies of courses of study which have recently been made under expert guidance by

such cities as St. Louis, Denver, San Francisco, and Los Angeles.

The curriculum committees, with the exception of the English committee, are to be appointed this spring so that work may go forward rapidly when the fall term opens. Owing to the complexity and size of the English problem, work has already begun in that field, and a permanent English Council (out-growth of the co-ordinating committees of last year) has been working throughout the year on both problems of co-ordination and curriculum revision.

The administration and teaching force of Sacramento hope that by June, 1930, Sacramento will have made a distinctive contribution to scientific curriculum-building.

SARA CANTERBURY ASHBY, No. 31,
Head of the English Department
Sacramento High School.

LOCAL 31

On February 1, the Sacramento Federation celebrated the tenth anniversary of its organization with a banquet, at which teachers from the junior college, high school, and elementary schools, with their guests, were assembled. Local 31 was founded in October, 1918, but the pressure of events in the fall made it necessary to postpone the celebration until after the Christmas holidays.

Naturally the occasion gave the keynote to the program, which began with a roll call of the charter members present. J. N. Gardner, president, introduced S. J. McLean, first president of the Federation and guest of honor at the banquet, who told of the stormy scenes amid which the Federation had its beginning; Miss Mary Cravens traced the accomplishments of the Federation in its ten years of activity, and Dr. Stanley Rypins gave the main address of the evening which appears on another page of this issue. E. L. Dupuy, representing the San Francisco chapter, brought greetings and congratulations from that body. Mrs. Madge Roach and E. L. Plaskett, both of the high school faculty, furnished the musical entertainment of the evening, with vocal and cornet solos respectively.

Out-of-town guests were Dr. Stanley Rypins of San Francisco, S. G. McLean of Oakland, and E. J. Dupuy of San Francisco. Other invited guests included President R. L. Ennis and Secretary L. R. Marsh of the Federated Trades Council of Sacramento, and J. F. Dale, former principal of the Sacramento High School.

Nothing can bring you peace but yourself.
Nothing can bring you peace but the triumph of principles.—Emerson.

A SCIENTIFIC SALARY SURVEY

San Francisco has just completed a wonderful bit of work, a scientific salary survey. It is a splendid contribution of school salaries and will soon appear in book form. Dr. Hart and Dr. Peterson of the University of California were the surveyors, and 1,800 teachers of San Francisco footed the bill of \$7,500. Local No. 61 was strongly represented on the consolidated salary study committee of 33 members.

Mr. J. M. Graybeil of Local 61, has just written a thesis for an M. A. degree from the University of California on the American Federation of Teachers. This thesis, which Local 61 will soon print, is a remarkable study.

A new school journal has appeared in California—*The Public School Journal of California*—under the circulation management of E. J. Dupuy. This journal is an open forum and will fill a long-felt need which *The Sierra News*, the official organ of the California State Teachers Association, has not met.

HIGH SCHOOL CONTESTS FIXED BY UTILITIES

Mrs. Josephine Corliss Preston, former superintendent of Public Instruction for the State of Washington, explained to the Federal Trade Commission how private public utilities induced her to arrange a state-wide essay on "State Regulation of Public Utilities" among high school students.

The witness is a former president of the National Education Association. She told the commission that the contest was arranged by her while superintendent. The Puget Sound Power and Light Company of Seattle made the suggestion. The material was furnished by the Northwest Power and Light Association.

Mrs. Preston said that when she agreed to cooperate she was not aware that the question of private as against public ownership and operation had any political significance, but realized the political aspect of the question when the contest had been subjected to criticism during the 1924 campaign.

WORLD GOODWILL DAY

On Saturday, May 18, there will again be celebrated World Goodwill Day. Last year a large number of schools in many countries joined in the celebration of this day. It now seems certain that its observance will be even more widespread in 1929. Schools everywhere should be encouraged to prepare programs symbolic of the day.

Teacher Rating

Teacher rating means the measure of an instructor's teaching power. It is the administrator's device to determine a teacher's status, the basis for promotion, salary increase, or dismissal. Accompanied by religious, political, friendly influence, it serves as a lever to boost the individual to a higher level. It fails to account for the most desirable qualities, voluntary and progressive growth in service.

Rating is done by the supervisory officers or the school principal. In the city school systems the teacher finds her principal the one most to have regard to, please, fear for position, rank, promotion, rating. She, however, is thankful that her own school is far better in procedure than the old rural school still far behind. There, the faithful pedagogue pleased all, the children most; the retarded, disinterested lad with his puzzle tripped the schoolmaster, reduced the public opinion of him, misbehaved, resisted punishment and created such a dissatisfaction that the School Board appointed his successor.

Nevertheless our present day tendency seeks the child's viewpoint, aims at home rating. The disgruntled pupil depicts the instructor as autocratic in a school renowned for its democracy, respect for teacher and principal, and high teaching efficiency. He decries such hardships as: The teacher has talkers stand on the floor or write the virtues, requires a quiet room, or keeps in school the big boy who does not say nice things. Home-rating influences public opinion, creates a criticism of a teacher for "lack of tact" in dealing with the misconduct of an incorrigible pupil. Public opinion, led by that of the school child, censures the instructor for engendering race prejudice, hate, defiance of law, rudeness, dependence rather than regard for authority, easiness, courtesy, democracy, initiative. In the public eye, and in the mind of a fearing principal, this pupil opinion receives as much consideration as that of a rating officer in the school room.

DON'T WANT STANDARDS.

Our instructors are further rated by the general impressions of their supervisory officers. From replies, sent out by Boyce, to a hundred city school superintendents, it appears that most rating officials do not use or care to use, for their judgments, a standardized measuring instrument. Should they be asked to cite and rank the most desirable qualities that constitute merit in a teacher, their ideals would

vary with the number of cities they represent. Some put a premium upon the undefined qualities of the teacher such as personality, resourcefulness; others emphasize the amount of preparation, work covered by pupils, number of pupils promoted. Supervisory officers have had the sole power of teacher rating, which, once done, was final, uncontested, circulatory.

General impressions can not be the final criteria for an official's just rating, the improvement of a teaching force or of a school system. While ratings of an instructor by officials with varying ideas range from the undesirable low to the desirable high grades, these officers are so self-confident of having done a good work that they have criticized those who gave a dismissed teacher another trial and found her excellent. The instructor with the inefficient mark, who secured a new assignment and made a success elsewhere, established a worthwhile precedent for the future unfortunates of the profession.

The general impressions method of grading provides little constructive work for the improvement of the teacher in service. By it the instructor attempts to satisfy the whims of the official rather than attain worthy aims or labor according to sound educational principles. If all teachers so rated are satisfactory so that the method of judging is not called in question, the rating official is safe.

SHOULD RATE FROM FIRST.

In these times when good teachers are in demand, justice to the welfare of the school and to the instructor necessitates, in order that she may be helped where needed, that her possibilities and deficiencies be discovered. The right time to launch the rating of a prospective candidate is at the beginning of a career. If teaching is to rank as a profession, the rating system should be such at the beginning of the course as will warrant an assurance of the individual's being able to make it his life work. With no such security, few would undertake a business requiring the long preparation of an instructor. To meet the new demands caused by changes in education due to new ways of living, the teacher is always in the making. The laws of some states require that she get a new major in some institution of advanced learning once in three or fewer years.

To ascertain the dependence placed upon the rating of an individual in preparation for the profession for the purpose of predicting success, compare the ratings

given to the graduates of a good teachers' training school with those of the superintendent where the youths, a year later, are employed as teachers. For the purpose of grading these two hundred young folk, the term personality was broken up into sixteen component parts, each receiving an especial mark. Scholarship ranked first at the training school and second in the public school, while the pupil's interest in both places took the sixth place. The correlation between the ratings of the superintendent and those of the teachers was .23. There was a chance of one in five that the ratings given in the training school would agree with those given by the superintendent. The fact that more than twice the number of A's were in the superintendent's report than are usually present in the probability curve shows that there was a possible question as to his marks. The greatest disagreements were on the elements of control, pupil interest, pupil co-operation, initiative, desire for professional growth and loyalty. The cause for such differences was that the traits are not seen the same in both teacher and student.

NOT FINISHED PRODUCTS.

From the foregoing, we find that our normal school graduates, because of the lack of varied situations in which to practice, are not a finished product. Since educators in city school systems have agreed in regard to these new found facts, they have led to a movement in our city schools to provide for a teacher secure in service. In some cities the normal graduate is placed on probation for a term of three years, during which time, the accumulation of ratings serve as a basis upon which to grant that the individual is a finished product. In one city there is established a system by which a college graduate with the required normal preparation, enters the teaching force, receives a salary for the first year of about six hundred dollars, observes the work in different departments, teaches part time under guidance, takes a study in college, then, if successful, emerges as a member of the teaching profession in any of the three schools.

From the foregoing, it would seem that the training schools should provide the varied situations to give the desired and adequate practice for her students. Because situations in varied localities throughout the country are different, such a provision would be impossible. Besides, from the very nature of the case, a student teacher could not take a responsibility like that of an assigned instructor. She

has not, as yet, completed her preparation and cannot be rated as an instructor.

When the individual, with a high school, college, and often a normal school course, has, during a probation period as teacher covering a term of three years, been many times rated and, as a result, given a teacher's certificate, there is no just cause for a regression. States have long since granted life licenses to teach. From this time on, if rated at all, the individual should be graded for growth, due to years of service, number of new university credits obtained or other things of equal worth done for self-improvement. If, as is claimed, a teacher's growth is continual and gradual for fifteen years of the teaching period, after which time it is a complete product, it might be well to stimulate that growth by a progressive placement. There might be a sort of progressive movement in a school system not unlike that of the salary schedule so that the teacher would receive an automatic advancement in rank with her salary increase, such to serve as a reward of merit. A device of this kind might result in a more vital interested teaching force than is now had by the old-fashioned examination for which the individual prepares by means of the "Cram School." The regular work of an advanced school of learning is far better than a "hurry up" preparation in a review school. A definite number of major credits at such a place is of equal or better worth than the examination and the teacher, it would seem, should be at liberty to offer for her promotion to or in any position, the credits from such a place, in lieu, of the examination, as a record of growth.

NO SYSTEM IMPARTIAL.

It appears that no rating system could be devised that would, at all times, be impartially applied to all teachers of a system. The newer ones, having the different elements of personality expressed with relative values, are more acceptable than are those that have made the teachers victims of a defect which could have been easily remedied. "A rating which acts as a disintegrating force among teachers, emphasizes a fault rather than gives a constructive criticism, stresses the extra-curricular rather than the regular school activities, has little or no value in the improvement of teaching, weakens the teacher's power of initiative, engenders discontent, worry and ill-health, should not dominate the instructor. These ratings are not professional, since, in many cases, the supervisor and the teacher are far from honest in their application. The children, as well as the teacher,

may receive a greater or less than the earned grade, determined by the expected returns for good work in the teaching force." "A rating record, coming months after the efforts have been made, is not so effective in making for efficiency as are words of commendation or constructive criticism given when the teaching lessons are in the mind of the instructor."

Rating is used more as a spur than an aid. The New York City Board of Education did not favor the two point—satisfactory or unsatisfactory—mark. The type of rating with the "yes" or "no" answers to printed questions, having the advantage of being quickly prepared, easily and quickly read, meets with favor, at present, with those acting on the results of ratings. The type in which the numerical values for different characteristics with the number of points to be deducted for a part or a complete failure in any element is given, it is thought, may be reduced to a success grade and prove of greatest use. The Federation of Women High School Teachers of Chicago feels that "the purpose of all markings should be to improve the ability to teach and the power to inspire pupils to lead a higher life."

ETTA C. DEFFLER.

EDUCATION MEETINGS

The Annual Convention of the Manitoba Teachers Federation will be held on Thursday and Friday of Easter Week at the Royal Alexander Hotel, Winnipeg.

The Conference of the World Federation of Education Associations will meet in Geneva, Switzerland, July 25-August 4. Several thousand American teachers will be in attendance.

The Fifth International Conference of the New Education Fellowship, a World Conference on New Education, will be held at Elsinore, Denmark, August 8-August 21. The general theme will be *The New Psychology and the Curriculum*.

The first world meeting of adult educationists will be held August 22-29, 1929, in Cambridge. Programs and particulars may be secured from Dorothy Jones, secretary of the World Association for Adult Education, 16 Russell Square, London, W. C. 1.

The twenty-first universal Esperanto Congress will be held August 2-9 at Budapest. At the same

time University courses in Esperanto will be organized for the fifth year in succession.

The Easter Conference of the British National Union of Teachers will be held at Llandudno, Wales, March 30. Mr. Lloyd George has accepted an invitation of the Conference Committee to welcome the delegates.

The National Education Association of America will convene in Atlanta, Georgia, June 27.

The sea coast University of Aberystwyth, Wales, has been chosen by the National Union of Students of Great Britain as the place of its fifth annual Congress, April 9-15, which 400 delegates are expected to attend.

The Institute of Progressive Education will meet at the Pennsylvania State College, State College, Pennsylvania, July 1-July 19. A constructive group of courses in the principles and practices of Progressive Education, taught by experts, with college credits granted.

The Ninth Annual Ohio State Educational Conference will be held at Ohio State University, Columbus, Ohio, April 4, 5, and 6.

The Sixty-first Annual Congress of the Irish National Teachers' Organization is being held in Waterford, Ireland, the coming Easter week.

NEW EDUCATION HEAD

Dr. William John Cooper, of California, was sworn in as commissioner of the United States Bureau of Education on February 11. He was appointed to that post by President Coolidge on January 12, and confirmed by the Senate on the 18th.

Dr. Cooper is a graduate of the University of California and a member of Phi Beta Kappa and Phi Delta Kappa fraternities. He has been active in the teaching profession since 1907, and when he received the nomination as Commissioner of Education was serving as Superintendent of Public Instruction for the State of California.

We can never be sure that the opinion we are endeavoring to stifle is a false opinion; and even if we were sure, stifling it would be an evil still.—John Stuart Mill.

True Meaning of "Yellow Dog" Contract

American Federation of Full Fashioned Hosiery Workers wages active war against un-American contract.

The man or woman who signs a "yellow dog" or "individual" contract usually has no realization of the significance of the document to which he or she places a signature. By reading the legal looking document printed herewith, it will be possible to determine what such a contract MEANS, even if the words are not the same as those usually used on the papers drawn up by A. R. MacDonald and other such specialists in "union-busting" devices.

The "yellow dog" contract, in the opinion of some of the best lawyers in this country, is clearly unconstitutional; nevertheless, the courts, to their everlasting shame, have upheld, in some cases, such documents as valid contracts. Organized labor, and all liberty-loving Americans, should work untiringly to have legislation passed that will make it impossible for judges to pervert or ignore one of the most fundamental tenets of our Constitution — the absolute freedom of association.

What the "yellow dog" or "individual" contract really means is shown by this cartoon, which is being used in handbills circulated by the American Federation of Full Fashioned Hosiery Workers in sections of Pennsylvania, Indiana and the South where anti-union employers have used the contract. The hosiery workers point out that the exact form of the "individual" contract depends on what particular detective agency drafts it but that all such contracts mean the same thing and are designed to

prevent wage earners from organizing bona fide trade unions. Pennsylvania labor is preparing to use the cartoon in a campaign for legislation outlawing the "yellow dog" contract. Labor contends that the "yellow dog" contract is clearly illegal but that its big danger lies in the fact that the courts, by misuse of their power, have entertained suits brought by employers to uphold the validity of the contract, thereby forcing unions into expensive litigation, which often hampers or cripples organization work.

I have a terrible conviction that if the human race in peace had ever been willing to undergo half the sacrifices—even the money sacrifices—which it was willing to undergo in time of war, we should have had Utopia painted on the map of the world long ago.—*Robert Lynd.*

Individual Contract

I. hereby set the wishes and prejudices of my employer above the Constitution of these United States and do hereby sign away a right hitherto regarded as the most precious privilege of citizenship—the right to associate freely with my fellows for trade betterment and mutual protection.

I hereby write myself down a virtual slave to the rulers of industry and permit myself to be labelled not worthy of the rights of a free-born American.

The Worker's Peril

605-1874

JUST OBSERVATIONS

(Continued from Page 10)

It's up to teachers to make teaching a profession, and in keeping with true professional standards our salaries ought to be determined by us, not for us, in relation to the social whole.

SELMA M. BORCHARDT.

BOOKS

*"There is no frigate like a book
To bear us lands away."*

—Emily Dickinson.

MIDDLETOWN, by Robert S. Lynd and Helen Merrill Lynd. Harcourt Brace.

Without the slightest hesitation, it may be said that this book is indispensable for teachers and for all who have more than a superficial interest in the development of American society. There have been a number of excellent studies of various phases of American life in recent years, both in fictional and non-fictional form, but none of them surpasses this one, I think, for thoroughness and insight. Here are facts and figures about a lot of things about which you have had notions but no definite data, and there are penetrating interpretations of things with regard to which you have had facts but no insight.

The authors have taken a middle western town of about 40,000 inhabitants and have made a detailed study of how the inhabitants of this city get a living, make a home, train the young, use their leisure time, engage in religious practices and in community activities. In order to make the significance of present conditions clearer, they have contrasted them on each point with the situation in Middletown in 1890 when it was still the center of a farming community and less than one-third its present size.

To students of labor conditions and all others interested in the problem of organizing American workers into an effective labor movement, there is a mass of valuable information in the chapters on Making a Living.

For teachers, and especially for those interested in the unionization of teachers, the four chapters under the heading, Training the Young, are a gold mine of information and tremendously suggestive. Education is a religion to Middletown. Not less than 45 per cent of all the money expended by the city in 1925 was devoted to schools. The fourteen school plants are valued at more than one and a half million dollars, nearly nine times the value of the school equipment of the 1890's. Seven out of ten of all those in the city between the ages of six and twenty-one are in school. In 1890 there was one graduate from the high school for every 810 persons in the city, in 1920 one in 320, in 1924, one in 161.

There have been some additions to the curriculum, particularly in the field of manual training, "business subjects," history and civics.

But the authors point out: "The school like the factory is a thoroughly regimented world." In the history and civics course children are taught that "we had a revolution 140 years ago which made it unnecessary to have any other revolution in this country. . . One of the many meanings of democracy is that it is a form of government under which the right of revolution has been lost." For all the multitude of Middletown young people who go to high school and beyond, only an insignificant handful goes to any of the leading nationally known colleges and universities and those few almost invariably make poor records in these institutions. "One sees in the high schools young people caught in the cross-currents of rapid change in many deep-lying institutional habits being trained by teachers many of whom are only slightly older and less bewildered than their pupils." The entire community treats its teachers casually. They are paid about what a retail clerk is paid, and the whole business of running the schools is in the hands of a school board of three business men appointed by the political machine.

"As in many other aspects of Middletown life, criticisms of individuals or creakings in the system are met primarily, not by changes in its foundations, but by adding fresh stories to its superstructure. If teaching is poor, supervisors are employed and critic teachers are added. . . Thus in personnel as well as in text books and course of study, strains or maladjustment in education are being met by further elaboration and standardization."

Are the Middletown teachers ready for organization? A reading of the book does not make one too hopeful, yet the authors speak of "the often bitter comments of the teachers themselves upon their lack of status and recognition in the ordinary give and take of local life."

A. J. MUSTE.

THE PHILOSOPHY OF JOHN DEWEY

A man who has written as long, as diversely, and as fruitfully as has Mr. John Dewey deserves to be made available in a single volume.¹ Mr. Ratner has not only culled from Dewey's various books enough good material to make another large book, but he has so ordered his material under Dewey's own guidance as to make a book that comes more nearly presenting Mr. Dewey whole than does any one of the books

that have come fresh from his own hand. There is method in the presentation.

Starting with a conception of thought or philosophy as method of adjustment to our world, the book presents this twentieth century thinker as he moves up in his interpretive function from nature to man, from man to mind, from mind back to the world of social and individual forces. Education stands central in the human enterprise as the device by which society molds the individual in such a way, if it be wisely done, as to enable the same individual to transform society. The book makes it easy to see how and why Dewey has, in putting education in its philosophic setting, sought to make it appear the all-important matter that it actually is.

Mr. Dewey once remarked that his book *Democracy and Education*, had not taken the proper rank in general favor that it deserved among his books. He said that political scientists saw the term "education" and thought it was meant for others than themselves, whereas educators were led by the term "democracy" into thinking that it was meant for others than them. Democracy, with which Dewey has concerned himself from his earliest book on *The Ethics of Democracy* to his latest book on *The Public and Its Problems*, has its fulfilment in education, and education is the only tool whereby democracy itself may come to be.

This is not the place to undertake an evaluation of Dewey's philosophy as a whole, though the book invites such. It is enough to say that it is easy through such a volume as this to detect the unity of the various contributions that Dewey has made. Starting with his theory of ideas as instruments for human enrichment, ethics, metaphysics, psychology, politics, art, religion and education all stand related in organic fashion to the reconstructive role that the individual plays in both civilization and natural evolution. Nothing is lacking to make the volume an adequate introduction to the Deweyan philosophy and a brilliant commentary on contemporary civilization. If one can afford only one volume of Dewey, he would be wise in investing in this volume of volumes.

There is perhaps no living man from an intimate meeting with whose mind a teacher has more to gain. Modestly this man has marched from triumph to triumph as a leader in educational engineering. Loaded with honors in his own country, he went some years ago to China to leave a definite impress upon Oriental ideas and institutions. Later he sur-

veyed the Mexican scene and left the leaven of pragmatism there. Later still he went officially to Turkey to advise regarding the reconstruction of educational machinery so as to fit it into the new nation. He has only now returned from Russia, where his advice and influence is sure to count in the years ahead. Certainly few human beings, and perhaps no philosophers before him, have ever lived effectively in so large a scene. Few human beings have ever so effectively out-written themselves. This book is the record of this large and generous mind, and it reflects as in a mirror the arduousness and promise of modern life.

T. V. SMITH,
University of Chicago.

Reprinted from *Chicago Schools Journal*.

¹*The Philosophy of John Dewey*. Selected and Edited by Joseph Ratner. New York: Henry Holt and Company, 1928. Pp. xii-560.

SCHOOL FOR "OLDER BABIES"—A "REAL" COLLEGE

COLLEGE OR KINDERGARTEN, by Max McConn. New York, the New Republic. 275 pages, \$1.00.

"Older babies who have progressed in their amusements from rattles to rah-rah." Thus does Max McConn, dean of Lehigh University, describe the average American college group of today. And most colleges are designed to fit these "superkindergartners," though few or none of them will admit it. As such they serve a very useful purpose. For where else shall "Dad and Mother" send the boy "who is too young to be of any real use in business, and the girl too young to marry—or at least mother thinks so. What to do with the next lap of their young lives? Why, obviously—send them to college." College is "such a safe and reputable place to take care of them for the next four years." Thus this dean courageously confesses for himself and the professors, pedagogues who are perennially and unescapably "timid," except when they "cautiously unmask" at the University Club, their "pipes and cigarettes" going. Yes, says this dean, "the college has become for the most part a country club, or, as many professors prefer to say, a kindergarten—a place for play, mostly innocent and healthful, but very slightly affected by those intellectual values professors like to suppose the word college should connote."

Dean McConn tells us that he is not a "radical" after the manner of Upton Sinclair, Thorstein Ve-

blen, and other writers who of late have attacked the colleges. The "thinkers" inside the colleges, "professors, deans and presidents," "know, much better than the most rabid outsider, the multitude and pathos of academic tragedies, the mediocrity of the best results, the almost laughable absurdity of many established practices." But being "thinkers" they will be careful about when and where they almost laugh. Being courageous, and having made confessions, the dean proposes a cure for our childish colleges. Some might call his cure radical, but the dean has confidence in it.

This authority proposes that all or at least most existing colleges be labeled "Gentlemen's Colleges" and that the "thinkers" then proceed to organize "Real" colleges. These will not need elaborate plants, great stadiums and athletic staffs. They will have as students only that small minority who have "superior intellectual ability" and a "self-felt" interest in the cultural purpose. This mild reformer is not interested, apparently, to inquire why the great mass of young adults in our colleges remain merely "older babies" who have passed from "rattles to rah-rah." Certainly the dean is not applying the principles of the "New Education" in his "Real" college curriculum or in its technique. He would preserve the traditional scholastic programme and would still make the intellectualist approach. The sacred number "four" is required to measure the time it takes to inculcate the "higher learning." He still will teach subjects rather than people.

If he remains a classical traditionalist in the matter of programme, the dean becomes a radical again when he plans the constitution of his "Real" college. He would abandon the almost unquestioned American notion that a college governing board should consist of laymen. He will cure the "pettiness" of faculties where the "sillier members" have their fling while the abler ones sit through in a "cynical silence," by abolishing the lay boards. Instead he would have a board of twelve, six faculty representatives, three students and three alumni, the three "well informed and powerfully motivated" groups, to which should be committed all the functions of the present board of trustees. Thus, the dean thinks, the trustees would no longer need to serve as "a rubber-stamping bureau for the policies and decisions of the president," the president would no longer be "constantly crucified by an impossible task," and a "Real" college would come into being. Perhaps too, when these well informed and powerfully motivated groups are

thus fully charged with responsibility for their own work, they will discover much in the matter and method of even the few "real" colleges of today which can well go to the museum along with the lay boards of control.

J. E. KIRKPATRICK, in "Books."

HAVE YOU READ?

Robert S. Ellis, *Psychology of Individual Differences*, D. Appleton and Co.—a scientific explanation of the fact that no two persons are alike mentally; a study of nervous, glandular, sexual, racial, hereditary, environmental and other factors which cause deviations in individuals; written for persons with little previous knowledge of psychology. \$3.50.

Sidoine Matsner Gruenberg, *Your Child Today and Tomorrow*, Child Study Association of America—an interesting and stimulating volume. Among the interesting chapters upon a wide range of topics are those upon Punishment and Rewards, Truth, and Falsehood; Being Afraid; Learning the Use of Money; Gangs, Clubs, Friendships; and Sex Education. \$2.50.

David Snedden, *Educational Sociology for Beginners*, The Macmillan Co.—a text for a new subject in the teacher-training curriculum; clarifies the purposes and aims, present and future, of the teaching profession and the schools through an understanding of general sociology and the conditions of American life. These subjects are logically related to the problems of the young teacher and of current education. Written with insight and vision and is worth while in every sense.

Jacob S. Orleans and G. A. Sealy, *Objective Tests*, World Book Co.—gives the basic theory and principles of objective testing; includes in clear detail the methods of treating and interpreting test scores and how to use the results.

NEW PUBLICATIONS

Child Labor Facts, 1928. A revision of the 1927 edition containing new sections dealing with Child Labor and Health, and Child Labor and Education. Price 15 cents.

Child Labor Laws and Child Labor Facts. An analysis of the child labor law and summary of child labor facts for every state including the District of Columbia. Bound volumes containing the analysis for each state with a looseleaf arrangement which will permit the substitution of a new sheet for any state whose law is changed, can now be secured. Price 25 cents.

The youth of today is giving parents and educators, religious and welfare workers much to think about. In this very progressive age youth has more freedom than it ever had before and many are asking what effect this is to have on the future of our civilization.

In view of the widespread interest in this subject *The Christian Science Monitor* is publishing during the month of April, a series of articles on *The Youth of Today*, written by Reverend Walter Van Kirk. Through this series he has made an interesting survey of youth's activities and achievements throughout the world.

The introductory articles in this series will appear under the general heading: *Youth's Quest for Truth*. Subsequent articles will be published under the headings: *Youth and Prohibition, Students and Industry, Youth and International Relations, Youth and Education, and Youth and Maturity*.

The writer needs no introduction to the reading public. He is well-known on both sides of the Atlantic, as a lecturer and also because of his religious affiliations. Mr. Van Kirk is identified with the Federal Council of the Churches of Christ in America; the Universal Christian Conference on Life and Work; the World Alliance for Christian Associations, and other organizations. He has initiated and presided over institutes on international relations at different universities, and has been a discussion leader and lecturer in summer conferences and institutes of youth.

The series *The Youth of Today* — twenty-six articles appearing April 1 to 30 — may be obtained for 75 cents, from the The Christian Science Publishing Society, Back Bay Station, Boston, Massachusetts.

The re-establishment in this country, of a European review which in the past has proved very useful to all scholars engaged in social research and to all sponsors of social reforms as well as to educated men and women interested in a synthetic view of world progress is a significant and important event.

"Records of Progress" has since 1907 reported on social experiences of all nations. It was published simultaneously in London, Paris and Berlin; from now on it will be published in the United States.

A number of distinguished statesmen and writers have contributed articles or collaborated in these international inquiries.

"Records of Progress" desires to publish reports on

the activity of responsible American societies in so far as it commands international interest. The consideration of this review as one of the organs through which these societies speak to friends of their ideas, in this country and abroad is welcomed.

Rudolf Broda, president League for the Organization of Progress, Antioch College, Yellow Springs, Ohio, can be addressed for specimen copies and further information.

A NEW TEST

The Burton Civics Test, by William H. Burton, associate professor of education, University of Chicago, and Virginia N. Burton, formerly teacher in the Portland, Oregon, public schools, has just been issued by the World Book Company, Yonkers, N. Y. This is perhaps the most comprehensive civics test now available for grades 5 to 9.

The questions, of a wide range of difficulty, deal with political, economic and social aspects of civics. Validity and reliability are high as shown by the *Manual of Directions*. The norms given are based on the testing of 8,000 pupils and differentiated grade norms for racial and economic groups.

Teachers of civics will find it worth while to examine this set of tests, and the accompanying *Manual of Directions*.

LABOR'S NEWS.

Labor's News, the new form of the Federated Press weekly news magazine, made its first appearance on March 1. The weekly has been enlarged from three columns to four and each column increased 25% in length. Feature headlines and general typographical improvement are noticeable. It sells to individual subscribers who are not connected with publications at \$2 a year. Republication rights are reserved, as heretofore, to member papers of The Federated Press or to such other publications as purchase the rights at non-member rates.

FREMONT OLDER'S ARTICLE ON MOONEY AND BILLINGS AVAILABLE

Reprints of Fremont Older's careful summary of the cases of Mooney and Billings entitled "Mooney and Billings Are Innocent" which appeared in *The Nation*, January 2, 1929, may be obtained free by persons interested in the cases. Write to the National Mooney-Billings Committee, Room 1403, 100 Fifth Avenue, New York City.

THE PARIS PEACE PACT AND "THE LAST MAN"

An Invitation and a Challenge to All the High Schools of the Country.

On the advice and with the consent of the Senate, the government of the United States has ratified with fourteen other nations a treaty renouncing war as an instrument of national policy. Practically all the other nations of the world have signified their intention to adhere to the same treaty. Before long this covenant of peace will doubtless be world-embracing.

"Why was there no ringing of church bells" after the Senate had ratified and the president had signed the Multilateral Pact for the Renunciation of War?" asks Bruce Barton, the writer, in a letter to the editor of *Printers' Ink*. Why "no parades? No holidays declared by banks and businesses? Why no mighty paean of gratitude from the mothers of the world because of this step toward peace?" He is sure of the reason: "Because nobody knows what is in the Treaty."

"The signing of the Pact," writes Dr. Charles Clayton Morrison, editor of *The Christian Century*, "is not the end of our peace endeavor: It is the beginning. There is no intrinsic strength in the pact. All its strength is derived from the will of the peoples whose governments have subscribed to it. It will gather strength from year to year as the peoples of the world invest it with their own pacific purposes, and as governments show by their deeds that they hold inviolate their plighted word."

"What, then, everybody is asking, is the next thing to be done? The answer is there are many things to be done. There is everything to be done. But the one thing nearest by—most immediate—prerequisite to all other things that wait to be done—is to see to it that the last man knows what his government has done in his name."

In order to assist in "telling it to the last man," the Committee in Charge of the National Student Forum on the Paris Peace Pact invites principals of high schools and teachers of high-school classes in history, civics, and current events to study and discuss the text of the Pact with their students and, when the significance of this great instrument is thoroughly understood, to encourage their students to prepare thoughtful original papers in not more than 200 words on this theme:

"The Significance and Implication of the Paris Pact for the Renunciation of War."

For the best paper prepared in each school (the decision to be made by the school authorities themselves) the Committee in Charge will make a suitable award.

After the school authorities have selected the best paper produced in their school they will send this paper with their certificate to the State Supervisor and from all the papers submitted by the schools of the state the committee will select the best one prepared in the state. For this the Committee in Charge will make a suitable award.

After the State Committee has chosen the best paper produced in the state they will send this paper to the Committee in Charge in Washington and the best one for the entire country will be selected. The Committee in Charge will make a suitable award.

ONE TOWN DOES IT

The school board of the Borough of Wigan, England, has banned all studies relating to the army, navy, or air force, "to create a peace mentality among school children and to accelerate the establishment of international peace."

"Wars do not just happen; they are made; they are the result of the actions of nations. They are not accidents; they come as a logical result of the conduct of nations in times of peace. There would have been no World War if Germany and Great Britain and France had not been armed to the teeth. It is perfectly natural, it is perfectly human, that if men or nations continue to arm themselves, to increase their armaments in a race with each other, ultimately they will come into conflict."—Senator George W. Norris of Nebraska.

HISTORY PRIZE WON BY PROFESSOR

The prize of \$2500 for the best unpublished work on American History, offered by Little, Brown & Company, publishers, has been awarded Ulrich B. Phillips, professor of American History at the University of Michigan.

Professor Phillips, a native Georgian, was educated at the University of Georgia and Columbia University. He has been professor of American history at the University of Michigan since 1911.

The prize winning manuscript, a history of the South, will be published in May under the title "*Life and Labor In the Old South*." Professor Phillips is the author of several books, including *American Negro Slavery*.

Local News

CHICAGO, LOCALS 2, 3 AND 199.

The breakfast in honor of Dr. John Dewey on February 24 at the La Salle Hotel will be long remembered by those of the three executive boards and building representatives who were privileged to attend. It was a generous act on the part of Dr. Dewey to permit the few to meet intimately with him in the press of his many public appearances. In the quiet, unhurried atmosphere of the morning he spoke informally, not as an outsider at us or to us but as one of us. He talked of the attitude of some teachers who object to joining an organization allied with labor for the following reasons—they fear a strike, they do not want to ally themselves with one special group in the community, they do not want to ally themselves with labor because it is labor, and last, they are above the "material."

Because he did not want to fall into the error of the preacher who lectured his faithful congregation about church attendance when those who needed it most were away, he turned to the consideration of the part such organizations as ours play in the social order. He reminded us that the labor groups have always been in the foreground of every educational movement having a social bearing. And he made the startling statement that one of the most effective ways of bridging the gaps between classes in society was by professional workers joining hands with workers. Professional organizations which hold themselves aloof made these gaps wider. He spoke of the fact that in Russia the teachers are made to feel that they are a definite and organic part of great social movements, that they are the social creators, the vanguard of the new social order. In the United States no such unity between social movements and the schools has been effected. The most effective way, however, by which the teachers may feel themselves a part of such social development is by allying themselves and working with labor groups.

To the question which was asked, what can be the next immediate steps in making this unity more real in the United States, Dr. Dewey replied—restoration of liberty of thought, speech, and of the press; and better representation of labor on Boards of Education.

* * * *

At the regular business of Local 3 on March 1st, Mr. H. D. Roberts, editor of *The Chicago Schools Journal*, explained the editorial policy of *The Journal*, told of his plans to make the magazine of interest to high school as well as elementary school teachers, and solicited the help of high school teachers by asking them to send in contributions.

A report from Miss Lenore Leins, chairman of

the Legislative Committee, Local 3 summarized the pending legislation and urged the members to co-operate in the passage of the following bills by writing to their senators and representatives: amendment to the Compulsory Education Law of 1909, H. B. 247 and S. B. 150, reported favorably out of the Education Committees; and the Old Age Pension Bill, H. B. 200, S. B. 149, which has come up for third reading.

The Executive Board of Local 3 on March 8, voted to continue its scholarship to Brookwood College in honor of Ethel Beers. A special committee will be appointed to collect from individual members and the Executive Board has agreed to supplement the amount so that \$225 may be sent.

The Executive Board also voted \$200 to the Organization Fund of the American Federation of Teachers and is planning a permanent committee to be known as the Special Funds Committee so that future contributions also may be made possible.

* * * *

A most significant event was the appearance on March 4 of Mr. William J. Bogan, superintendent of schools, before the regular meeting of the Chicago Federation of Labor, when he spoke on specific ways in which the Board of Education would extend its program on adult education. Mr. Bogan showed how far the Board was willing to go when he said that to the adult workers themselves, the Board would leave the choice of course and instructor. If the instructor charged more than the Board was permitted to pay, labor groups could supplement the amount. Miss Lillian Herstein (Local 3), chairman of the Schools Committee, Chicago Federation of Labor, Victor Olander, secretary of the Illinois Federation of Labor, and John Fitzpatrick, president of the Chicago Federation of Labor, have been working closely with Mr. Bogan in the formation of the plans.

FLORENCE E. CLARK.

* * * *

Mr. James A. Meade, president, Chicago Federation of Men Teachers, Local 2, has appeared before the Education Committees of the Senate and House of the Illinois State Legislature in behalf of the bill strengthening the Compulsory School Attendance Law. Mr. Meade reports favorable progress.

The Federation of Men Teachers is having the most successful year of its history both in membership and accomplishment.

On March 15 at the Great Northern Hotel, the Federation held a large and interesting meeting. Prizes were given to the schools having the largest attendance and bringing in the greatest number of new members.

Three questions in particular were discussed:

1. Do you care to help promote your own economic interests?
2. Do you wish to be truly professional by

working with your fellows in the solution of your own educational problems?

3. Are you always going to be willing to "let George do it?"

* * * *

An open meeting of the Elementary Teachers Union, Local 199 of the American Federation of Teachers, on Friday evening, April 5, 1929, at the City Club, 315 Plymouth Court, will have as speakers Professor John A. Lapp of Marquette University, who will talk on Freedom in Education, and Mrs. Florence Curtis Hanson, secretary-treasurer of the American Federation of Teachers, whose subject is The Social Significance of the American Federation of Teachers.

* * * *

Recognition of the value of teachers' contributions to the labor movement was evidenced at the meeting of the delegates of the Chicago Federation of Labor, on Sunday, March 3, 1929, when that body voted to increase the Committee on Education from five to nine members. The names of the additional members will be announced in the near future.

AGNES B. CLOHESY.

NEW YORK, LOCAL 5.

Dr. Abraham Lefkowitz appeared before the Education Committee of the New York State Senate and Assembly to present labor's arguments in opposition to the bills before the Legislature weakening and nullifying the day continuation schools for employed minors under 17 years old.

A course of six lectures in mental hygiene, conducted by Dr. George K. Pratt, assistant medical director, National Committee for Mental Hygiene and E. K. Wickman, psychologist, Institute for Child Guidance, New York, and author of *Children's Behavior and Teachers' Attitudes*, was given in February and March, at The New York School of Social Work under the auspices of the Teachers Union Auxiliary.

The course was offered especially to teachers in elementary schools and junior high schools of Greater New York, but was open also to others.

Union members are planning their Easter vacation at the Hudson Guild Farm.

WASHINGTON, D. C., LOCAL 8.

The Washington Teachers Union has published Bulletin No. 2—*The Normal Probability Curve in Teacher Rating*. This report was prepared by a special committee after an exhaustive study of the subject made during the spring of 1928.

Included in the many activities of the Washington Teachers Union is the interpretation of the complex laws governing us as teachers.

The Union will welcome inquiries at its office, Room 413, International Building, 1319 F. Street, N. W.

A Teachers Union benefit performance of *Madame*

X was given at the National Theater on the evening of Tuesday, March 12. The evening provided an artistic, social and financial success.

ELIZABETH DRAPER.

ST. PAUL WOMEN LOCAL 28

The Minnesota Teachers have won their fight to protect the teachers' retirement law. The bill to amend this law was killed in committee.

The bill, which automatically would have retired a teacher who had served for three years in the public school system, if she married, was bitterly opposed by the teachers themselves, but was supported by Commissioner of Education L. R. S. Ferguson. Superintendent of Schools S. O. Hartwell appeared before the committee in favor of the bill and also asked that a definite age limit be established for the automatic retirement of teachers.

SACRAMENTO, LOCAL 31.

The publication of a monthly bulletin represents a new endeavor of the Sacramento Teachers' Federation. It will mean some expense to the chapter. It will mean considerable work and worry to members who already have enough to do. But we realize that if the Federation is to continue to be a vital factor in the Sacramento school system, it must constantly show signs of progress, and that no organization can prosper without a membership which is willing to assume burdens and responsibilities that it may succeed. We believe that the Sacramento Federation has such a membership. Therefore we embark upon an enterprise such as this with confidence of its success.

A number of reasons can be advanced as to why the Federation should publish a monthly bulletin. The membership is widely scattered in schools throughout the city. We hope that in the near future there will be still other units represented in the chapter. In any case there should be an easier means of communication between the organization and the members than has existed in the past. A regular bulletin provides such a means of communication. This bulletin will make all necessary announcements. It will publish the important minutes of the Federation meetings. It will publish reports of committees, thus making it possible to dispense with much of the routine of the monthly meetings. We hope to be able to publish interesting news or gossip about the members of the local. Moreover the bulletin should be a means of increasing activity among the members and an effective aid in securing new members. We earnestly desire the co-operation of all that the undertaking may be a success.

We are starting in a very modest way. At the present a small bulletin will be published. We feel that it is better to make haste slowly and to feel our way carefully. There is a dream in the minds of

some of us that this bulletin may in time develop into a sheet worthy of a more general distribution. If enough members will take a sincere interest in the bulletin and in the Federation itself such will probably be the outcome of the enterprise. Time and circumstances will tell whether a larger publication is desirable or possible.

For a time we expect to prepare two hundred copies each month. This number will allow one copy to each member and some extra copies to be distributed wherever they may be needed. We feel sure that there are teachers who are not now members of the Federation who are interested or may become interested in the work we are doing. If you know of such teachers, kindly inform the editor, who will distribute the extra copies accordingly.

J. W. GARDNER,
President.

—From Vol. 1, No. 1, *The Federation Bulletin*.

ST. PAUL MEN, LOCAL 43.

The St. Paul Federation of Men Teachers is making a study and comparison of teachers' salaries in organized and unorganized cities and towns. A. C. Anderson and George C. Christansen are in charge of the work.

There is considerable hard work connected with this study and the prompt and hearty co-operation of the locals would be appreciated.

The Federation has presented each St. Paul High School with a copy of the proceedings of the twelfth annual convention of the American Federation of Teachers.

E. J. HARRELL.

ATLANTA, LOCAL 89.

In line with the policy of conducting a more active campaign to promote its ideals and general plan of accomplishment, the Atlanta Public School Teachers Association has opened headquarters in Room No. 607 Rhodes building. This is a permanent office and will be open every afternoon.

The teachers in the Atlanta public schools are now organized almost 100 per cent and new enrollments are being made continually. The Atlanta local is one of the strongest and most active in the country, while its president, Miss Mary C. Barker, also is president of the American Federation of Teachers, the parent organization.—*Exchange*.

TEACHERS OF ATLANTA PROGRESSIVE.

It has sometimes been charged that the Teachers Union is primarily interested in the teacher but this can hardly be said of the local union. On a number of occasions they have gone out unselfishly for a more adequate school program, for a program that had for its primary object the advancement of the interests of the children.

Frequently the teachers have taken the lead in formulating and sponsoring such a program. The

most recent instance of this is the action of the teachers in recommending the establishment of a "Department of Mental Hygiene which would provide the means of discovering and correcting neurotic mental conditions among school children, thereby helping to prevent cases of mental disorders and insanity in the later life of such individuals." The teachers by formal resolution presented to the mayor, General Council and the Board of Education, urging upon the mayor, General Council and School Department an additional appropriation "for the establishment of such a department in the school system under the direction of a competent alienist, to the end that all of our school children who need special medical attention for the correction of medical disorder or neurotic conditions may have such defects corrected by proper attention in childhood in order that they may be developed into useful citizens rather than left to become wards and dependents on society." May we urge upon labor, may we urge upon the entire city, the serious duty of rallying to the support of the teachers in this movement.

Now and then the whole country is horrified by some foul murder, inhuman treatment of some woman or child only to find that the gruesome details of the crime tell the story of the work of some maniac, some pampered moron whose peculiarities, whose mental disorders were known but allowed to pass unattended until the blood-curdling details of the murder brought it home to us. Too late then to save that particular child. But had society been willing to give to such unfortunate people the same time and attention, the same allotment of funds that we now give to the treatment of criminals these might have been prevented. The blood cannot but be upon our hands if we, knowing that a single case might be prevented, failed to do so.

Necessarily the details of such a department would require time and expert thought to perfect it. A great deal of public education would be necessary before the people fully understood and appreciated its services, but certainly Atlanta should neither hesitate to establish it nor to withhold from it the necessary funds.—*Atlanta Journal of Labor*.

GRAND FORKS, LOCAL 205.

The Grand Forks Teachers Federation, Local 205, was very fortunate in having Miss Florence Rood of St. Paul as its guest and speaker at its meeting on the evening of February 13. First a banquet was held in the dining room of Hotel Dakota, following which an opportunity was given to all members of the council to meet their guest.

After the banquet a regular meeting for all members was held. Miss Rood as speaker discussed the purpose of the American Federation of Teachers, labor's program on education, and the relationship of the teacher to organized labor. She stressed the

desirability of an affiliation with the local labor organization.

Her charming personality and forceful speech influenced all of the doubtful ones to favor affiliation. It was therefore unanimously voted that we join the Trades and Labor Assembly.

Miss Grace Greenwood and Mr. C. K. Baarman as delegates have already attended one meeting of the local central labor union and are highly enthusiastic over the possibilities presented to the teachers for real advancement to their profession.

FLORENCE FJELDSTAD,
Secretary.

PORLAND, LOCAL 111.

The Portland Teachers Union has inaugurated a study class this spring. The class will be conducted as a discussion club under the leadership of members of the union and without an outside instructor. At the first meeting February 16, Mr. Schwarztrauber reviewed Kent's *Political Behavior*. Siegfried's *America Comes of Age* will be discussed under the leadership of Miss Reid at the next meeting. Interested non-member teachers will be invited.

The next number of *The Union Teacher* will be published in April.

The Union has been actively interested in the Moral Education bill now before the state legislature. An account of this bill and the Union's opposition to it appears elsewhere in this magazine.

HILMA ANDERSON.

PERLE SHALE KINGSLEY

Mrs. Perle Shale Kingsley, an active member of the Teachers Union of Denver, Colo., and nationally prominent educational and social service leader, died February 6 after a short illness.

For almost a quarter of a century Mrs. Kingsley had been associated with the public speaking department of the University of Denver. For several years Mrs. Kingsley was a leading spirit of the Denver Labor college, where she gave liberally of her services. She taught public speaking in the labor college several terms and last summer was a professor at the University of Wisconsin school for women workers.

Mrs. Kingsley's death is a distinct loss to the teachers union movement, both nationally and locally. Her ardor of spirit, keenness of intellect and beauty of character will not soon be replaced.

The aim of education should be to teach us rather how to think than what to think;—rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.—*Beattie*.

CHATHAM COUNTY TEACHERS ASSOCIATION, LOCAL 207.

On December 14, Secretary Hanson and Vice-president Scott of Atlanta by invitation of the Chatham County Teachers Association visited Savannah and spoke to the Association on the program of the American Federation of Teachers and the value of affiliation with this national organization. Mr. Scott very ably and clearly set forth what affiliation had done for the schools as well as the teachers of Atlanta.

Mr. I. J. Gaines, the president, had previously distributed literature and considerable interest had been aroused.

The schools had been closed for the holidays early on account of the flu epidemic and the attendance at the meeting was not therefore as large as was hoped for. Those present, however, were sympathetic to the proposed affiliation but thought the matter should be further discussed and the full membership be given an opportunity to vote upon it.

The question was therefore postponed until the January meeting. On January 24, 1929, by a 3 to 1 vote, the Chatham County Teachers Association affiliated with the American Federation of Teachers and is now chartered as Local 207.

The organization is composed of about 90% of the teachers of Savannah and Chatham County of all grades, elementary and high school. After careful study and consideration, the Association came to its decision, and its members have become convinced of the value of the connection for themselves and the schools. They have given an intellectual assent to the advanced social and educational program of the American Federation of Teachers.

The American Federation of Teachers is proud to welcome this new Georgia local which we feel confident will keep pace with its two older sisters in Georgia, Atlanta 89 and Fulton County 183. A brilliant future is predicted for Local 207. Intelligent union interest among teachers is particularly noticeable in the state of Georgia. The excellent rural consolidated school system and the high rank of the schools of Georgia are the cause and effect between alert progressive teacher unionism and efficient progressive schools.

The officers of the organization are Miss Caroline Miller, Chatham Junior High School, president; Lowry Axley, first vice president; Miss Ardel Willburn, second vice president; Mrs. F. H. Marshall, corresponding secretary; Miss Reba Bridger, financial secretary; Mrs. Birdie Axley, recording secretary; and Mrs. Arthur Wilson, Jr., treasurer.

The twenty-fifth annual report of the Workers' Educational Association of England shows that 35,730 adult students attended its classes during the year 1927-28, not counting single lectures, study circles, and summer schools.